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JOURNAL OF CONSULTING PSYCHOLOGY

DESCRIPTION OF A PROJECT IN GROUP THERAPY[1]

BY DOROTHY W. BARUCH

SINCE group therapy is becoming an increasingly important adjunct to individual therapy in a war and postwar period, and since techniques and procedures are still in a great state of flux, it is hoped that the present paper will hold some value even though it is an informal report rather than controlled research.

Twelve sessions of *therapeutic group discussion* which were held as part of a college course in techniques of therapy are described. The course also included a sampling of psychodrama and of creative writing used as a therapeutic tool. During the discussion sessions an attempt was made (1) to keep record briefly on what took place, (2) to analyze techniques of leadership, and (3) to tap the effects of the process through the expressed reactions of the group members.

Therapeutic group discussion might be likened to counseling with a group. The basic orientation of the therapist bears a major influence on the process, which accordingly becomes directive or non-directive, persuasive, suggestive, permissive, or what not.

Orientation in the present instance was to a type of group discussion characterized above all by permissiveness and acceptance.

Creation and maintainance of a climate where these qualities can function, involves not only the therapist's — or group leader's — own attitudes but also the interacting attitudes of the group members. The therapeutic relationship is not on a one to one basis, but on a basis of manifold and shifting inter-relationships. The resistance and guilt factors that need to be dealt with are not those of an individual counselee but of many. The all-important problem of maintaining acceptance involves not alone the therapist's feelings, but the feelings current among group members. As discussion proceeds, subleaders rise in the group and the therapist's own attitude toward giving up leadership as well as the attitudes of group members toward having one another assume leadership — all enter in. The very complexity in these inter-relationships is what makes the group process so subtle, and the so-called leadership techniques so difficult both to analyze and to convey.

[1] [Recommended for publication by Harold E. Burtt and Carl R. Rogers.—EDITOR.]

Subjects

The present group was composed of twenty-three members, both men and women. Ages ranged from eighteen to forty-nine years, with a mean age of thirty-five ($\sigma = 6.9$). The members included a school administrator, a physician, a business secretary, a psychiatric social worker, an industrial counselor, an administrator and several group workers from the Los Angeles Youth Project,[2] and teachers from the nursery through high school. Education included a medical degree, three masters', eleven bachelors'. Eight people had not completed college. The majority were Protestant-Anglo-Whites, although there were five Jewish members, one Catholic, one Negro and one Mexican. Sixteen were married, two were single and five were separated or divorced. (*See* Table I.) Eleven had attended a mental hygiene course given by the group leader.

Process and Analysis of Techniques

On the assumption that undergoing therapy themselves would best clarify and point up techniques for them, the group members spontaneously elected to have such an experience.

In the first two sessions, the therapist — or group leader — took a more active role than at any later time. She assumed major responsibility for establishing a warm friendly feeling in the group, for using first names, for seating members informally in circular arrangement. She saw to it that the process of therapy was briefly introduced and that her own non-advisory role was defined. She brought out that the major function of the group members was to talk about matters that were troublesome, but that talking was not essential unless they felt like it. She stressed the fact that material would need to be kept in strictest confidence and defined some of the mechanics for carrying on group discussion, such as avoidance of asides, not stopping to raise hands, not waiting to be called on, and the like.

Some members felt that it would be difficult to discuss any real problems in a group. The leader accepted this initial resistance, nodded and restated, simply: "You feel it will be difficult." Several concurred but went on to say that they would nonetheless like to try it out. In consequence, the leader asked that those who wished to do so, cite some of their problems. Fifteen members presented problems which the leader then grouped under larger, more collective headings — as marital problems, problems with parents, etc. . . The majority chose the latter to begin on.

As the various individuals talked and as it became clear to them that the hostilities they felt toward their parents were common and acceptable, they spontaneously brought up other items. Several were still bothered by sibling rivalry or by feelings of having been rejected. Several were having marital problems. Some were involved in the difficulties presented by continence and some by concern over extra-marital affairs. Several felt that their disappointments in marriage, such as lack of orgasm, and difficulties in understanding and accepting their partners, were directly tied up with earlier attitudes. Important among these, they felt, were the conflicts that had arisen from parental reactions to masturbation and bodily exploration.

After the twelfth session, leadership techniques were discussed and analyzed by the group and were later summarized into a written schedule by the leader. (See Listing of Techniques of Leadership in Group Discussion.)

[2] An interagency project focusing on the prevention of delinquency.

TABLE I
FACE DATA

Total Enrolled	23
Age Range	18 to 49
Mean Age	35 ($\sigma = 6.9$)
Education	
High school graduate	1
High school and some college	6
College graduate	2
College and post graduate	9
Master's degree	3
M.D.	1
Business School	1
Occupation	
Students	2
Teachers[1]	13
School Administrator	1
Group Workers (Youth Project)	2
Youth Project Administrator	1
Psychiatric Social Worker	1
Industrial Counselor	1
Secretary	1
Physician	1
Marital Status	
Single	2
Married	16
Separated	2
Divorced[2]	3
	23
Religion	
Protestant	11
Catholic	1
Jewish	6
None[3]	5

[1] Teachers were from the following levels:

Nursery School	2
Elementary	8
Junior High	2
Senior High	1

[2] This face sheet information was collected at the middle of the term. At the end of the class two of the divorced members were married to each other.

[3] Three of the members listing themselves under "none," indicated backgrounds of religion, i.e., one baptized Protestant and converted to Judaism on marriage, one baptized Methodist, and one Congregational-Presbyterian. One member (Methodist) emphasized his deliberate withdrawal, at the age of fifteen, from the church where he had received complete indoctrination, in contrast to those whose withdrawal was due to "drifting," or to those who had "no religious background."

Two members went over the running records made during the therapeutic sessions and separately categorized each leadership technique recorded. Out of the sixty-six paired judgments made in the assigning of categories, there were sixty agreements, yielding an extremely high percentage of agreement — namely 91 per cent; and a difference of 9 per cent — with a significantly small standard error of .01.

The records clearly indicated that major techniques had to do with *bringing resistances, embarrassment, guilt feelings, and other emotions* into sharper focus, to clarify them, to make collective meanings appear and to facilitate working them through. Many times the leader would do this simply by restating feelings that had been expressed verbally or by putting into words feelings that were indicated by non-verbal

cues, as psychomotor tensions, evasiveness, breaks in discussion, etc.[3]

The following excerpts from the seventh session illustrate this restatement technique.

One of the men (2M)[4] brought up that punishment received for having masturbated had made him feel cheap, unworthy, soiled. . . The leader accepted this, restating: "You felt that your body was cheap and unworthy; so the whole of you seemed cheap and unworthy". . . Others came in with experiences that had affected them similarly. (One (13F) had been punished for playing under the bed clothes with her brother; another (3F) had witnessed her parents having sex relations and had absorbed a recoil attitude from her mother. The first (2M) said: "They put pepper on my penis to keep me from masturbating. . . Made me feel horrible and guilty. . ." Another (20M) said, "Being good was being non-sexual. I had a feeling of being wicked. The devil had me by the tail because I enjoyed masturbation and necking" . . . and later, "Sex was one thing; you were another. Sex then couldn't be a part of any love relationship that you were involved in. . . What chance for marriage?". . . The leader synthesized these various contributions, restating in terms of their collective meaning by saying, "Attitudes toward sex . . . were put in the dark isolated without regard for the human relationships involved."

She continuously *put observed tensions into words,* thus: "It *is* hard to talk about these things. They're usually taboo. I'm wondering if you've felt, in consequence, that some of the group were non-acceptant?" Several were then able to come out with feelings of disapproval or of having been disapproved of.

Another of the important techniques was *to keep the focus on emotional content* either by pointing out frankly when the group began to intellectualize or by calling for concreting with such phrases as "Tell us what you mean" . . . "Can you give an example?" "Can you remember what you did and how you felt?"

Other techniques included *keeping the discussion dispersed* so that no one person monopolized it, and *keeping it geared, also, to majority focus,* thus facilitating identification, acceptance and increased ease in emotional release. Questions such as: "How do the rest of you feel about this? Or, again, restating in such a way as to make a point collective served to effect this end.

Important, too, appeared the *increasing passivity of the therapist,* her willingness to turn leadership functions over to group members and her matter-of-fact acceptance of growth for its emotional value to the individual rather than in judgmental or moralistic terms.

Probably, the most important aspects of leadership, however, were the *permissiveness, acceptance* and *empathy* that the therapist continuously expressed. In the words of one of the group members, "It was her warm and sincere interest in each one of us, and a kind of real affection, that made it possible to go on."

[3] This is similar to the restatement technique used by Rogers in individual counseling.

[4] M = male; F = female.

LISTING OF TECHNIQUES OF LEADERSHIP IN THERAPEUTIC GROUP DISCUSSION

I. *Sets up situation suitable for release*

1. Shows empathetic, permissive attitude (sincere and warm interest in each inlividual)	Expresses warmth and empathy actively, though not necessarily verbally (i.e. does it through facial expressions, gestures, etc.)
2. Establishes informality	Seats group in circular formation in not too large a circle; comfortable chairs where possible; no double row of chairs but sitting on floor instead
	Refreshments beforehand with opportunity for exchange
	Asks group members to take on various responsibilities, as turns at bringing refreshments, setting up chairs, opening door, taking enrollment, fees, etc.
	Uses first names
3. Introduces therapeutic process	Concept that all people have troubles
	Value of release (what it does)
	Value of talking as means of release
	Value of listening in a therapeutic group as another means of release until ready to talk
4. Defines relationships	Brings up confidential nature of group therapy and the consequent necessity for each person to assume professional attitude toward material and to keep it inviolate. Calls on group for discussion and mutual agreement
a. Leader's role	Major function to remain acceptant (non-advisory, non-condemnatory, non-judgmental)
b. Group Members' role	Two fold:
	(1) To gain release by talking of own troubles or by listening if not ready to talk
	(2) To help others gain release by remaining acceptant — not probing, questioning, or interpreting

5. Welcomes initial resistances to discussing personal problems in a group situation	Restates any resistance that is expressed verbally	"You feel it will be hard to voice your real feelings in public, as it were. . . "
	Brings into open apparent resistances shown by psychomotor tensions	"You look doubtful about something."
	If no resistance is voiced or shown, calls on group for expression of how they actually feel; or states that many people are at first concerned over the idea of discussing troubles before others	"I'm wondering how you are feeling about telling about your troubles in front of others. . . " "At first, it's often hard for people to believe it can be done. . . "
	Pauses for group expression and response	
	Shows by acceptant attitude that it is permissive to bring into group of this sort, the negative feelings not ordinarily directly expressed	
6. Introduces a few essential mechanics for carrying on discussion method	Stresses free participation; not raising hands or waiting to be called on; "talk when feel like it," give-and-take idea	
	No asides, whisperings, note-writing, etc. Desirability, instead, of bringing out into open whatever comes into mind	
7. Helps group locate a common problem and to begin on it	Calls on group members to name some of their troubles.	
	Places individually mentioned problems under larger categories so as to make them collective (as: problems with parents, husband-wife problems, etc.)	
	Asks group which type of problem appeals to most	
	Calls on group to begin talking about experiences and feelings along line of problem selected	"Imagine we're ready to start now on our troubles. . . Perhaps A would like to go on with hers. . . "
II. *Facilitates release*		
1. Keeps discussion focused on emotional-content vs. action-content or theory	Calls for *specifics* (i.e. for concrete experiences) and for feelings about these	"Tell us what you mean. . . " "Can you give an example?" "Remember what you did and how you felt?" "How did you feel when that happened?"
	Points out frankly that group is theorizing or escaping into other peoples' problems vs. working through their own	"There we go again talking in vague terms. . . " "We're not staying with ourselves and with how we feel. . . . "

2. Establishes and seeks to maintain mutual, inter-active ACCEPTANCE (i.e. both leader's acceptance of group members and their acceptance of each other)		
a. Clarifies what group expresses so that it becomes more understandable to all	*** *Restates feelings that have been expressed verbally*	"You felt very irked. . . " "You felt antagonistic. . ."
b. Relates what various people express so that collective meanings and applicability appear	*Puts into words feelings that have been expressed non-verbally* (i.e. through psychomotor tensions, evasiveness, breaks in discussion, etc.	"Some of you are looking bothered. . . " "It's hard to bring out things like this. . . " "We're usually hesitant over talking about such things."
c. Helps bring tensions and inter-group hostilities into the open so that they may be worked through	Pauses for group to let out these feelings	
d. Helps bring discomfort, embarrassment, guilt-feelings out so that they may be worked through	Occasional calls on group for how they are feeling Again, restates etc.	"I wonder how you are feeling now?"
3. Keeps discussion dispersed (i.e. so that no one person talks too long, especially at first, thus avoiding too fast exposure with too great guilt resulting and closing up on release or self-acceptance; also avoiding any one person becoming a target for criticism and rejection by others before they have learned to be sufficiently acceptant; reducing also, the chances for shutting off release of more timid ones by more aggressive group members	Turns point in question to group	"How do rest of you feel about this?"

*** This section includes the major and most important techniques that the leader uses in group discussion. They come in over and over again as discussion advances. (See also Sections I 5 and III 3.)

4. Keeps discussion geared to majority focus (thus facilitating identification, acceptance and increased ease in emotional release)	Reiterating, when pertinent the necessity for keeping together, for avoiding asides, etc.	
	Letting side-lines run on if related to majority focus; but stopping them if unrelated by brief acknowledgment of sideline content and then restating what was under focus at point where majority focus was lost	
5. Occasionally brings in a relieving type of information		
III. *Facilitates self-direction*		
1. Recognizes sub-leadership roles in group as these develop	Is aware of fact that group members tend gradually to assume sub-leadership functions and that this is a sign of movement toward self-direction	
2. Is willing to relinquish own leadership role to sub-leaders	Remains acceptant and non-defensive as this occurs (i.e. does not feel need to cling to any supposed prestige value in role)	
	At first, at least in some instances, shows recognition by reiterating what sub-leader says	"As R says, we do seem to feel embarrassed. . ."
	Brings in fewer and fewer restatements or other techniques; relies more and more for these on the group members.	"As B just brought up, we're escaping again into generalizations. . ."
3. Accepts reports of progress, of new actions, of help gained in the course, of new insights and other types of forward movement, keeping emphasis still on emotions, and on feeling values to the person himself	Again, restates what members bring in, still remaining acceptant rather than judgmental (i.e. Does not, by voicing approval or gratification, put person in a position of having done this for leader; but, by simple acceptance, emphasizes that person has done this for himself, which, in turn implies that having done it, he can continue to help himself grow)	"It felt good to have done that. . ." "It made you feel stronger. . ." "You felt clearer and more free. . ." "Many of you feel that you could talk more readily because of having heard that others had similar problems. As result now, your own problems feel less heavy."
	Accepts growth for its emotional value to the person rather than in moralistic or judgmental terms	

Group Members' Statements as to Effects of the Therapeutic Experience

At the end of the course, the group members were asked to write informal statements as to what they felt they had gotten, if anything, from the therapeutic experience. The necessity for honesty was stressed in view of the research purpose underlying the request. In addition, the group-records were examined for statements made verbally during sessions. Thirteen of the twenty-three members turned in written statements while verbal statements of eighteen appeared in the records. Five failed to indicate reactions. (See Table II.)

Among the outcomes was an increased understanding of self and gains in insight and in ability to face problems. (Mentioned by fourteen people.) As example, one person (13F) said, "I think part of my illness was caused by bottling up my hostility. It had to come out in some way so it came out through my body." Another said: "I began masturbation at three. Now I realize the relation of my guilt over this to my shyness." . . . (18M)

A sense of increased ease and reduction in guilt, hostility and in feelings of being different—was cited by eleven people. "I haven't talked much" said one, "but I've gotten a lot of relief out of hearing feelings like my own expressed." (12F) Another: "I could remember hating my brothers but it was a guilty hate. Now I can face the fact that such feelings are normal. . . (15F) Another: "It makes me feel better to know that others don't have orgasm either," . . . (3F)

Seven mentioned having acquired an increased understanding of other people. Three mentioned a reduction of conflict in family relations, and one—

TABLE II

INDICATIONS OF GROWTH AS EXPRESSED BY GROUP MEMBERS[1]

Easing of Personal Problems	No. of Cases	Gains in Personal Adjustment	No. of Cases	Professional Growth	No. of Cases
Sense of increased ease and reduction of guilt, hostility and in feelings of being different	11	Increased understanding of self and gains in insight and ability to face and accept own problems	14	Understanding of the value of group therapy and clarification of techniques	11
Reduction of conflict in family relations	3	Increase in emotional capacity and expressiveness	5	Improved practices with children	3
Reduction in Speech handicap	1	Increased understanding of other people and increased ability to accept them	7	Improved practices in working with adults	2
		Increased energy and better ability to direct it	2	Increased confidence in own work and in methods utilized	2

[1] This table is based on information from group members turned in on informal individual written reports and in oral statements made during group sessions and shown in the running record. Five members did not make either a written report or an oral statement (e.g.—1F, 8F, 9F, 17F, and 21F.)

improvement in a speech handicap. Professional growth was mentioned by twelve. This included not only an extension of insights and understandings but a carry-over into improved practices with children and adults.

Seven mentioned an increase in emotional capacity and expressiveness: Said one, "I can feel more. I can express my emotions. Before I was a passive kind of person" . . . (13F) Another, "I can feel things now. I never used to. . . . I never used to *feel*. . . " (23F) Another: "The experience has helped me throw off a little of the restrictiveness in my emotional life and has allowed greater interplay of my personality with others, especially in the more intimate situations where restrictions and pressures exert a serious block." (3F)

This new acceptance of emotions in a culture which so restricts expressiveness that various neurotic patterns result was nicely illustrated by the freedom shown in some of the therapeutic writing done after the group discussion-sessions were over. One person wrote:

"If I start to let the mad things through,
There's no telling where I'll stop.
There's the man whose car I pushed
across the street just now
And got my grill bent in, for thanks;
And the folks who made me grow up
Burdened down with heavy guilt—
So a sense of fun was something new to
learn.
There are lots of things, too, in between
Enough for several other poems." [17F]

Another said:—"My mother's house is a mess . . . looks like a crazy house . . . good furniture . . . but dirty. Looks like a museum, disarranged and ugly . . . Now—I'm the same. B (her husband) said, 'You're always trying to excuse yourself; I'm not going to help you rationalize any longer. . . .' This made me mad. . . He went on. . . 'I give up! I never dreamed that I'd be glad to get back to a lousy job just to get away from this house. I never knew anyone who could ruin a weekend like you do." I said, "Well, if you'll just shut up, I'll get this work done.' My energy began to come up with my hate. . . . I started the dishes. God, I hate them! . . . [But] he seemed in a decent mood for the rest of the evening; and I ended up feeling pretty good myself!" (13F)

It was the subjective impression of the leader, supported by a similar impression of three members, that all but two people had received help, and a kind of "freeing," from the therapeutic experience in the group.

ATTITUDES OF SECOND-GENERATION DAUGHTERS TO FAMILY LIVING

By EVELYN MILLIS DUVALL
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THE EXTENT to which the "Second Generation Girl" resembles or differs from other girls of her own age, education and residential background is the central interest of this study. As the predominant transmitter of the cultural heritage of her parents to on-coming generations, her adherence to or repudiation of their ways is of the utmost import. For this reason interest has been shown recently in the "second generation girl" as the one who shakes from their firm foundation the mores of the first generation.

THE SAMPLE

The present report is based on data obtained from 403 native-born single, white girls of 14 to 24 years old (inclusive). They were all voluntary members of social groups which had requested and received professional leadership on family life education from the Association for Family Living.[1] The groups ranged in size from 15 to 60 members and were located in and about the Middle West. Questionnaires were filled out anonymously at the first of a series of meetings devoted to discussions of boy-girl relationships, preparation for marriage, and other phases of family living.

[1] The Association for Family Living is a Chicago agency. Its director at the time of this study was Evelyn Millis Duvall.

Although the respondents were homogeneous with regard to age, sex, marital status, nativity and color, further controls were introduced by dividing the girls by place of residence, age and education, and birthplace of parents. By so doing, the writers hoped to throw light on rural and urban differences, subcategories of social maturity and cultural conflicts.

Three-fourths of the girls in the sample are daughters of persons born within the U. S., 79 per cent having one or both parents of native birth.[2] Table I gives the distribution of the sample according to the place of birth of the par-

TABLE I

DISTRIBUTION OF 403 ADOLESCENT GIRLS BY PLACE OF RESIDENCE AND NATIVITY OF PARENTS

Nativity	Rural		Urban		Total	
	No.	Per cent	No.	Per cent	No.	Per cent
One or both Parents Foreign-born	7	1.7	110	27.2	117	28.9
One Parent	5	1.2	29	7.2	34	8.4
Both Parents	2	.5	81	20.5	83	21.0
Both Parents Native-born	63	15.6	223	55.5	286	71.1
Total	70	17.3	333	82.7	403	100.0

[2] A comparison of the sample used in this study with the parental nativity of white females (fifteen years and over) in the U. S. in 1940 shows that 71 per cent have native-born parents and 29 per cent have foreign-born parents. (*Statistical Abstracts for the United States*, 1942, United States Department of Commerce, United States Government Printing Office, Washington, D. C., 1943), p. 40.

ents and the type of communities in which the girls spent most of their lives. The table further shows that less than 10 per cent came from homes of mixed backgrounds whereas one fifth of girls had parents from alien cultures. Of the 82 per cent urban girls, 27 per cent claimed that one or both of their parents were born outside the country. Almost all of the rural residents had native-born parents and of the few who did not, most had at least one parent born in the United States. This illustrates the general tendency of more recent immigrants to settle in urban communities.

In those cases where one or both parents were foreign-born, the national stocks of the parents present a considerable array. The following listing enumerates the cultural backgrounds influencing the home lives of the majority of the girls.

Both Parents of same National Stock	*Parents of Diverse National Stocks*
Bohemian	English Irish
Czechoslavakian	English French
Danish	English Scotch
Dutch	German Bohemian
English	German Canadian
French	German English
German	German Irish
Greek	German Scotch
Hungarian	Irish Scotch
Irish	
Italian	
Lithuanian	
Polish	
Russian	
Scotch	
Swedish	
Welsh	

When the second-generation girls are compared with the girls whose ancestry in the United States may be traced further back as in Table II, it will be noted that the majority of the girls of either parentage fall into the 19 to 24 age group. Furthermore, practically all of the girls in the younger age group have

TABLE II

DISTRIBUTION OF 403 ADOLESCENT GIRLS BY AGE AND EDUCATION AND NATIVITY OF PARENTS

Parents' Birthplace	Group I* No.	Group I* Per cent	Group II** No.	Group II** Per cent	Group III*** No.	Group III*** Per cent	Total No.	Total Per cent
One or Both Foreign-born	3	2.6	74	63.2	40	34.2	117	100.0
One Foreign	2	5.9	16	47.0	16	47.0	34	99.9
Both Foreign	1	1.2	58	70.0	24	28.8	83	100.0
Both Native	81	28.3	104	36.4	101	35.3	286	100.0

* Group I—14 to 19 years old, 1 year of high-school to business college education.

** 19 to 24 years old, 1 year high-school to business college education.

*** 19 to 24 years old, 1 year of college to professional education.

one or both parents of American birth. Table 11 brings out the very interesting fact that as many of the older age-group daughters with one or both parents born in this country have had one year or more of college or professional education as those who have not. In addition, the percentage is greater than that for daughters of foreign-born parents. This table suggests that in the succeeding discussion, the age and educational distribution of the respondents must be considered in the interpretation of the findings.

By way of summary of the composition of the sample, we may say that the majority (a percentage similar to that in the total population) of the girls have native-born parents, and that over twice as many of the remainder came from homes where *both* parents represented foreign cultures. Although the majority of the girls of foreign or native parentage lived in cities, less than 2 per cent of the girls with one or both parents born outside the United States as compared with the 16 per cent of the girls whose parents were native-born lived in rural areas. Most of the second-generation girls were of English, German, Polish, or Italian descent. Regardless of parentage, the majority of

the girls are 19 to 24 years old. However, the largest percentage of the 14 to 19 year olds have native parents. In those instances where one or both parents are native-born, the percentages of girls with and without higher education are the same. Over twice as many of the girls whose parents were both foreign-born had one year of high school to business college education than those with more schooling.

In the next few pages, the writers will center their discussion on results found from questions dealing with family background, courtship experience, views on marriage, social behavior, and religious training of the girls with special references to differences and similarities associated with the nativity of their parents. In order to determine whether the observed percentile differences between responses of the informants were likely to be chance fluctuations or probably caused by significant differences between the factors being compared, the following statistical test of significance was employed:

$$\text{Critical ratio} = \frac{p_1 - p_2}{\sqrt{\frac{p_1 q_1}{N_1} + \frac{p_2 q_2}{N_2}}}.$$

A critical ratio of 2.5 or more was assumed to indicate the probability of factors other than chance accounting for the differences between the percentages.

FAMILY BACKGROUND

Contrary to popular opinion, when the family life of the girls was viewed in terms of type of disciplining, who the disciplinarian was, and how the girls rated their own childhood and adolescent happiness, there were no statistically significant differences found in the distribution of their answers in terms of the birthplace of their parents. The type of religious training the girls received in their homes and the frequency of their church attendance are also substantially the same for the girls of native as of foreign parentage. Similar responses were also found with reference to the estimated happiness of their parents' marriages. But when it came to estimating the happiness of most marriages, more daughters of native parents considered other marriages as "very happy" than did girls with one or both parents of foreign birth.

SEX EDUCATION

The response to questions pertaining to knowledge and discussion about family life and sex brought forth several interesting facts. In the first place, when one or both parents are foreign-born, the girls are more likely to learn about sex from other adults, relatives, teachers, doctors and others than when parents are native-born (C.R. 2.98). Conversely, one and a half times as many native parents introduced their daughters to sexual knowledge than did other parents (C.R. 3.32). Even when one parent was native-born the percentage of girls who said that other adults, teachers and others informed them about sex was significantly higher than the percentage for daughters of native-born parents (C.R. 2.62).

Figure 1 shows the original sources of sex information of the girls in the

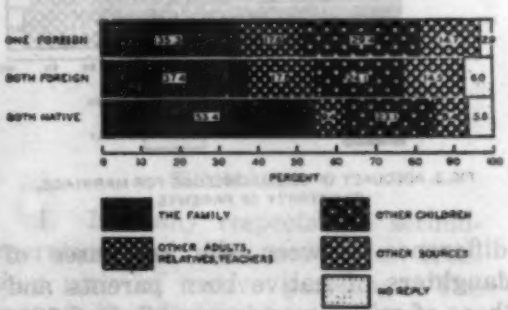

FIG. 1. PERSONS FROM WHOM 403 ADOLESCENT GIRLS RECEIVED THEIR FIRST SEX INFORMATION, BY NATIVITY OF PARENTS

sample.

It is puzzling to observe in Figure 2 that the girl whose parents are both foreign-born or both native-born is more likely to receive unwholesome sex knowledge than the girl who has one native-born parent.

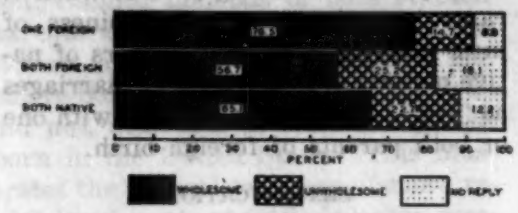

FIG. 2. WHOLESOMENESS OF FIRST SEX KNOWLEDGE, BY NATIVITY OF PARENTS

When it comes to the discussion of marriage, a larger percentage of the girls with one native-born parent speaks to doctors and a smaller percentage to parents than do girls with two native-born parents. (C.R. 2.49 and 2.43 respectively).

Despite the fact that native-born parents seem to be their daughters' confidantes more often than when one or both parents are foreign-born, a significantly larger percentage of the former's children said they were not adequately prepared for marriage than did the latter's (C.R. 2.69). This is brought out in Figure 3 which also shows a similar

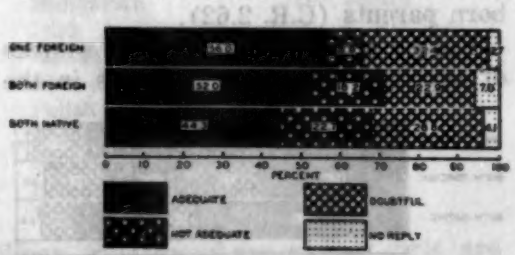

FIG. 3. ADEQUACY OF SEX KNOWLEDGE FOR MARRIAGE, BY NATIVITY OF PARENTS

difference between the responses of daughters of native born parents and those of mixed marriages. (C. R. 2.58). Chance is most probably responsible for the percentile differences between girls with native-born parents and those whose two parents were born elsewhere.

RELATIONS WITH BOYS

A series of questions revolved around the boy-girl relations of the girls themselves. Analysis of the answers showed that girls whose parents were both born in the United States have more girl friends than girls whose parents were born in other countries. (See Figure 4). There were no statistically significant differences between the responses of the girls to the question regarding the number of male friends each has.

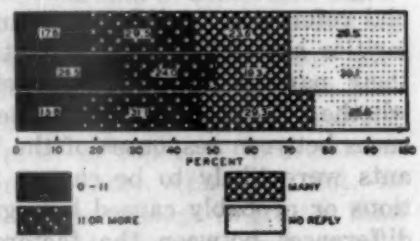

FIG. 4. NUMBER OF FEMALE FRIENDS, BY NATIVITY OF PARENTS

Figure 5 indicates that daughters of American-born persons like women much better than do girls whose parents (one or both) migrated to the United States. On the other hand, the cultural background of the parents does not affect the girls' preferences for men. However, girls with one or both parents born outside the United States prefer men much more than they do women.

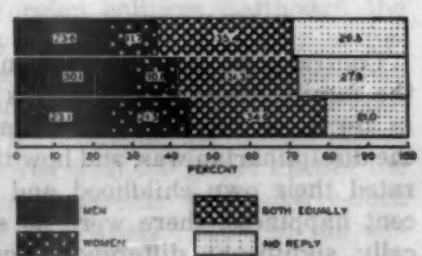

FIG. 5. PREFERRED SEX OF FRIENDS, BY NATIVITY OF PARENTS

Those of native parentage were about equally divided in their preference for men or women. Approximately the same percentage of all the girls claim to like men and women equally well. (This percentage is higher than the percentages of those liking either men or women better). This figure also shows that a large percentage of the girls, regardless of familial background, were noncommittal on this matter!

Marriage is considered a prerequisite for the happiness of either men or women. As illustrated in Figures 6 and 7, girls who had one parent born outside the United States were not quite as positive in their assertions as to the need of the woman to marry; on the other hand, more of these girls said that men could be happy without marriage.

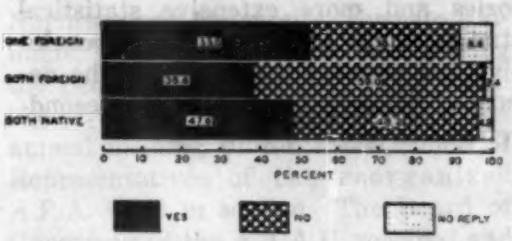

FIG. 6. POSSIBILITY OF HAPPINESS FOR UNMARRIED WOMEN, BY NATIVITY OF PARENTS

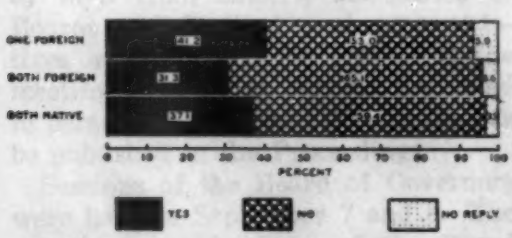

FIG. 7. POSSIBILITY OF HAPPINESS FOR UNMARRIED MEN, BY NATIVITY OF PARENTS

Just as more girls whose one or both parents were native-born saw the possibility of happiness without marriage, more of them also claimed romantic love as their reason for marrying than did girls whose parents were foreign-born (C.R. 2.73). Even though second-generation girls expressed a greater need for marriage and placed less emphasis on romantic love, the intensity of their desire for children, the number they want, and their views regarding working wives do not differ from those of the other girls. Interestingly enough, a higher percentage (72 per cent) of the daughters of native parents expressed a strong desire for children than did the others (65 per cent both foreign; 59 per cent one foreign. This is probably due to chance.)

Corresponding to the earlier finding that more second-generation girls prefer male friends than do girls whose parents were born here is the fact that a larger per cent of the former have had more experience "going steady" than have the others. But the engagement possibilities of the girls are approximately the same regardless of parental birthplace. (See Figure 8.)

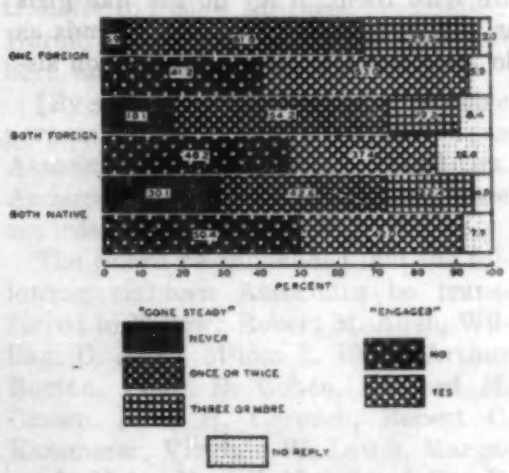

FIG. 8. COURTSHIP EXPERIENCES, BY NATIVITY OF PARENTS

SUMMARY

1. In many respects the second-generation girl does not differ from other girls of native parentage. The type of disciplining she receives, who does the disciplining, her religious training and church attendance, her child-

hood and adolescent happiness, and her outlook on her parents' and other couples' marriages compare favorably. Even though more of the second-generation adolescents have "gone steady," their engagement possibilities are the same as those of the American descendants. Views on children and on the advisability of a wife working after marriage do not differ substantially.

2. Girls with one native-born parent and one foreign-born parent differ from their contemporaries in two respects: (*a*) more of them claim to have had wholesome sex education and; (*b*) a larger percentage felt themselves adequately prepared for marriage as far as sex knowledge is concerned.

3. Girls with one or both parents from foreign lands are less likely to have learned about sex from their parents or to discuss marriage and family life with them. They do not like girls as well or have as many girl friends as do their third or fourth generation sisters. More second-generation girls prefer men and "go steady" with them than do girls of native-born parents. At the same time they are not inclined to be optimistic about other people's marriages, nor to give romantic love as a prominent reason for marriage; they think that marriage is important for happiness.

The indications are that the second-generation girl avoids both the romantic "complex" and the feminine alliances that typify the girl of American-born parents, and to effect her socialization through more active acquisition of knowledges about marriage and earlier and preferred friendships with boys.

Further exploration of this hypothesis, emergent from the tendencies of this report, through intensive life histories and more extensive statistical studies might yield even more conclusive and significant evidence of the nature of the acculturation of the second-generation girls in America.

SUMMARIZED PROCEEDINGS AND REPORTS OF THE NINTH ANNUAL MEETING OF THE AMERICAN ASSOCIATION FOR APPLIED PSYCHOLOGY

BY ALICE I. BRYAN, *Executive Secretary*

RESTRICTIONS on travel imposed by the Office of Defense Transportation were so severe that the meeting of the Association for 1945 had to be limited to sessions of the Board of Governors, the Board of Editors and the Board of Affiliates. Through the kind invitation of officers of the American Psychological Association, it was possible to schedule these meetings at Northwestern University, Evanston, Illinois, from September 7 to 9, during the period when the last annual meeting of the A.P.A. Council and the first annual meeting of the new Council of Representatives of the reorganized A.P.A. were in session. The Board of Governors of the A.A.A.P. received and accepted with thanks reports sent by mail from officers, secretaries of Boards and Sections, and representatives who could not be present at the meeting, as well as reports presented in person. It was voted that all reports be published in the Proceedings.

Sessions of the Board of Governors were held on September 7 and 8. The principal new business of the Board was to take steps leading toward the dissolution of the A.A.A.P. in accordance with the mandate given by mail vote last summer by our membership and confirmed unanimously at the Cleveland meeting in September 1944.

MEMBERSHIP

The following twelve persons, whose applications were received during the year, were recommended by the Board for Associate membership: Harold H. Anderson, Harland N. Cisney, John H. Cornehlson, Jr., Miriam Faries, Thelma Hrutza, William O. Jenkins, Robert Miner, Herman J. Schubert, Albert S. Thompson, Henry Weitz, Charles H. Westbrook, and Herbert D. Williams. According to established policy, all applicants are first elected as Associates. The Board recommended immediate transfer to Fellow for three candidates: Harold H. Anderson, Herman J. Schubert, and Herbert D. Williams.

[By subsequent mail ballot, the twelve persons listed above were elected as Associates by the membership and Drs. Anderson, Schubert, and Williams were accorded fellowship status.]

The Board recommended that the following eighteen Associates be transferred to Fellow: Robert M. Allen, William D. Altus, Milton L. Blum, Arthur Burton, Louis D. Cohen, Edward M. Glaser, John H. Gorsuch, Robert C. Kammerer, Virginia W. Lewis, Margaret L. Meiss, Paul G. Murphy, Julian B. Rotter, Helen D. Sargent, Gwendolen Schneidler, John T. Seaton, Frances S. Sobel, William H. Stavsky, and Clare Wright.

[The Association subsequently elected the persons listed above to Fellow by mail ballot.]

Resignations from four members of the Association were received: Dorothy

M. Andrews, Margaret C. Brooke, Warren H. Gardner, and Stephen Habbe. The death of Dr. Raymond R. Willoughby was announced.

EXECUTIVE SECRETARY'S REPORT

The year just past has been devoted to effecting a closer working relationship between our Association and the American Psychological Association, preliminary to completion of the amalgamation of the two societies in September 1945. To this end, close liaison on all professional matters affecting the two groups has been maintained with Dr. Willard Olson, Secretary of the A.P.A. A joint constitutional committee was at work during the year on revisions of the By-laws of the reorganized A.P.A. and a joint Committee on the Official Journal met to consider problems relating to the establishment of a new house organ for the profession. Joint committees were also appointed by the presidents of the two societies on Appointive Officers for the new A.P.A. and on Location of the Central Office. A joint committee of clinical psychologists was appointed to meet with a committee of psychiatrists to study the relationship of clinical psychology to psychiatry and a joint committee on Standards for Psychological Service Centers was set up to carry on the work of the old A.A.A.P. Committee on Clinic Certification. Election of officers was also carried on jointly by a committee appointed by the A.P.A.

Applications for membership continued to be received by the A.A.A.P. throughout the year, despite the pending amalgamation, although the number of completed applications was fewer than in previous years. Fourteen applications for membership and twenty requests for transfer from Associate to Fellow were processed in the usual manner. Resignations were received from four members: Dorothy M. Andrews, Margaret C. Brooke, Warren H. Gardner, and Stephen Habbe. The Association lost one member through death, Dr. Raymond R. Willoughby.

Due to the continuation of the war throughout most of the year, many of our committees remained inactive. The Secretary endeavored to keep in touch with our members at home and abroad by periodical news letters and by mailing to each a Supplement to the 1943 Edition of the *Directory of Applied Psychologists* and a Bulletin of Officers and Committees for 1945. Through a series of memoranda to members of the Board of Governors, action was carried on throughout the year on matters of routine business. President Rogers attempted to call a meeting of the Board of Governors in New York for June 27, 1945, but this was cancelled because it proved impossible to obtain a quorum.

Once again, the Office of Defense Transportation imposed serious restrictions on travel, this year so severe that all thought of holding even a skeleton annual meeting of our membership had to be abandoned. Through the kind invitation of officers of the A.P.A., it was possible to schedule the annual meeting of the Board of Governors of the A.A.A.P. at Northwestern University during the period when the annual meeting of the A.P.A. Council was in session. This meeting was called to take final action on all pending A.A.A.P. affairs and to take steps leading toward the dissolution of the A.A.A.P., in accordance with the mandate given by the membership at Cleveland in September 1944.

ALICE I. BRYAN
Executive Secretary

TREASURER'S REPORT

The Auditing Committee of the Association, composed of Gustave A. Feingold, Chairman, Stephen Habbe and R.

H. Mathewson, met with the Treasurer on January 31, 1945 and audited the accounts. The report of this committee was published in the July-August 1945 issue of the JOURNAL OF CONSULTING PSYCHOLOGY.

An interim financial report, prepared on a revenue basis, for the period from January 1, 1945 to August 31, 1945 was submitted by the Treasurer. This report shows an income for the period covered of $5,733.08 with disbursements of $4,630.62. The gain for the period was $1,102.46. A final audit will be made prior to the effective dissolution date of the Corporation.

The Board of Governors voted to accept the following recommendations regarding delinquent members which were submitted by the Treasurer:

(1) That all civilians who are delinquent in payment of dues for a period of two years be dropped from membership;

(2) That members of the armed services who are delinquent in payment of dues for a period of two years be not dropped from membership, but that the American Psychological Association be notified that their certification as members is contingent upon payment of these dues;

(3) That the American Psychological Association be notified regarding those members who are delinquent in payment of dues for one year and that it be recommended that these people be certified as members contingent upon payment of such dues.

It was voted that the Treasurer be given permission to use her discretion with respect to destruction of records of the A.A.A.P. accumulated prior to 1943.

PROFESSIONAL COMMITTEES

Requests for final reports and recommendations concerning the disposition of their committees to be submitted prior to the annual meeting of the Board of Governors were sent to all chairmen of professional committees. Less than half of the committee chairmen replied. The reports that were submitted were accepted with thanks. The Board of Governors voted that an account of A.A.A.P. committee structure and personnel be transmitted to the new Committee on Committees of the reorganized A.P.A. in order to effect amalgamation and coordination of the committee work of the two associations upon their reorganization into one united society. The reports submitted by the A.A.A.P. committees follow:

Committee on Legislation

After legislative efforts in various states beginning more than ten years ago, the psychological profession during the past year witnessed the passage of the first certification law. This was accomplished in Connecticut through the efforts of the recently organized Connecticut State Psychological Society. The passage of this law will be a great help to legislative programs throughout the country, for the law will serve as a model and a precedent for other states to follow. The functioning of the new law will be watched with interest throughout the country; it will undoubtedly stimulate renewed legislative efforts in the various state associations for applied psychology. During the past year legislative proposals were studied in several states, but none besides the Connecticut proposal was introduced into the legislature.

During the past year, as in previous years, the Committee on Legislation has functioned as a clearing house for legislative information, with an increased number of inquiries from various state groups and several national organizations. The Committee has attempted to

keep in touch with legislative matters in the various states.

Late in the year the Committee was asked to study H.R. 2550, the National Neuropsychiatric Institute Bill. Upon its recommendation, the Board of Governors has approved the circularization of our membership with a request for support of the bill. This has been carried out by the Committee.

With the formal dissolution of the A.A.A.P., the Committee on Legislation will cease to exist. Legislative efforts in the several states, however, will continue to increase, necessitated by the rapid advances of our profession and spurred on by the freeing of psychologists from war duties for greater participation in professional psychological affairs. Our Committee recommends that the reorganized A.P.A. set up a Committee on Legislation to continue the work of the present committee in assembling information about legislative matters, keeping abreast of developments, and serving as a legislative clearing house.

ROBERT G. BERNREUTER
ETHEL L. CORNELL
PERCIVAL M. SYMONDS
MILTON A. SAFFIR, *Chairman*

Committee on Professional Ethics

During the past year, as in preceding years, no cases were referred to this committee for investigation. Due to continuous service in the Armed Services since 1941 by several members of the Committee, including the Chairman, no action has been initiated by the Committee. The following recommendations are made to our successor Committee:

1. There is need for a published Code of Professional Ethics for Psychologists.

2. It is believed that a committee concerned with professional ethics should be titled "Committee on Policy" or a similar name to avoid the use of the word "ethics" and thus facilitate public relations.

3. Surveying of new or unusual projects by a Committee on Policy would inform the Association, at an early date, regarding developing "danger-spots" and the practice of making such surveys in the absence of any complaint would facilitate investigation of situations regarding which complaints might be made.

R. A. BROTEMARKLE
A. I. BRYAN
F. A. KINGSBURY
A. W. MELTON
S. L. PRESSEY
R. T. ROCK, JR., *Chairman*

Committee on Relations with the Social Work Profession

The Committee on Professional Relationships with Social Workers begs leave to report the following activities during the year 1944-45:

(1) Participation in the National Conference for Social Work. The National Conference for Social Work had been planned for the spring of 1945 and steps had been taken by our committee toward preparation of program for the Conference. Some months before the Conference was to be held, the Office of War Transportation requested the National Conference to cancel its meeting. The officials of the National Conference arranged for local communities to hold meetings in the spring at which papers would be read which were to have been given at the National Conference. As soon as this plan was announced, the Committee contacted the Conference officials to discover whether or not it would be possible to have the papers which were to have been given at our own program included in these local

meetings. No provision had been made for inclusion of programs by associate groups of the Conference. Aside from individual assistance given by members of the A.A.A.P. to the local meetings arranged by the National Conference nothing could be done by our committee by way of participation in the activities of the National Conference this year.

(2) Development of a joint committee to be made up of members of A.A.A.P. and American Association of Social Workers. The purpose of this committee was to provide opportunity for discussion by representatives of both organizations. This discussion would be concerned with any subject of joint interest to the organizations or of joint importance to the work of both professional fields. Some progress had been made toward setting up this joint committee. Work on it during the past year was discontinued because the workers in both organizations were either actively engaged in the armed services or in war agencies or were so burdened with the effort to maintain civilian professional work under war conditions that it seemed inadvisable to ask that time and energy be given to this project during the past year. It has been suggested that recent developments in both professions may make it more profitable to carry on this joint committee work at a state level rather than through a single joint committee representing the two professions. Encouragement of state psychological societies and state conferences for social work to set up collaborative committees might come from the national organizations. The committee feels that at present conditions are in such a state of flux that no organized plan can be developed at this time.

With regard to future policy, the committee wishes to make the following recommendations:

(1) That the new A.P.A. continue to maintain membership in the National Conference of Social Work and to develop programs at the Conference. At the time the Conference ceased having annual meetings we had developed a two-meeting program. We think the new A.P.A. could profitably provide speakers and round table discussions for even more programs.

(2) That through appropriate committee machinery the new A.P.A. develop cooperation with the social work profession at the state level through joint committees of psychologists and social workers in each state and through participation of state psychological organizations in state Conferences for Social Work.

(3) That work be continued toward the objective of developing standards of procedure and work conditions which can be widely recognized among social workers and psychologists working with or in social agencies throughout the country.

EMILY BURR
DOUGLAS FRYER
HELEN GANT
MARTIN REYMERT
CARL R. ROGERS
WILDA M. ROSEBROOK
EDWINA A. COWAN, *Chairman*

Committee on Relations with the Library Profession

A final report on the Library Film Forum Project, which was carried on by this Committee in cooperation with representatives of the American Library Association, the American Film Center and the American Association for Adult Education, was prepared by Alice I. Bryan and published by the Joint Committee on Film Forums in November 1944 in the form of a bound mimeographed pamphlet of forty-one pages.

Sale and distribution of this pamphlet has been handled by the American Library Association.

On April 13, 1945, the Joint Committee held a very successful Film Forum Workshop in New York City. The A.A.A.P., through the Chairman of its committee, participated in planning this meeting.

Since the purpose for which the Joint Committee was organized in 1941 had been fulfilled, it was suggested that the Committee be reorganized to include representatives of those organizations which participated in the original Committee and of additional non-profit organizations interested in the promotion of educational film forums. Functions proposed for this new Committee are as follows: (1) to act as a general clearing-house of information regarding film forum activities, (2) to publish a small quarterly bulletin devoted to news of film forum activities, research and study results, film evaluations, new film discussion techniques, etc., (3) to select and recommend films suitable for discussion purposes, and (4) to sponsor workshops at which those interested in film forums could get together, view films and discuss problems in connection with their use. [These plans were discussed and approved at a meeting held on October 10, 1945 in New York City.]

The Committee on Relations with the Library Profession recommends that provision be made by the reorganized A.P.A. for continuance of co-operation with the American Library Association and with other national organizations interested in adult education. It is specifically recommended that an invitation to the A.P.A. to join the reorganized Joint Committee on Film Forums be accepted so that members of the psychological profession may officially be represented in an enterprise which promises to yield valuable educational and social returns and in which the special competence of psychologists is needed and desired by the other cooperating groups.

HAROLD GASKILL
PAUL LAZARSFELD
BERTHA LUCKEY
ALICE I. BRYAN, *Chairman*

Committee on Standards for Psychological Service Centers

The Committee has been rather inactive during the past year. The present report is therefore rendered primarily to indicate continued interest in the problems which come within its sphere. The major reason for inactivity is that, as indicated in our last year's report, the first and most important step for the Committee, *viz.*, a survey of existing clinic facilities, did not seem an advisable undertaking during the rather unstable conditions of war. Plans are, however, under way for the preparation of a detailed questionnaire to be sent to the various clinics, covering the pertinent aspects of clinic activity. It is intended that this questionnaire shall be ready for distribution as soon as conditions in the field become sufficiently stabilized.

The data from the survey conducted by the Committee which preceded us have been deposited with us during the year and are available for use. In line with the Committee's recommendations of last year, further contact has been established with the National Committee for Mental Hygiene's Clinic Division.

J. W. CARTER, JR.
N. FENTON
D. B. LINDSLEY
C. M. LOUTTIT
M. SKODAK
R. M. YERKES
D. SHAKOW, *Chairman*

*Committee on Professional Training in Applied Psychology**

PROPOSED PROGRAM OF PROFESSIONAL TRAINING IN APPLIED PSYCHOLOGY

I. UNDERGRADUATE PROGRAM: GENERAL LIBERAL EDUCATION

It is assumed that students who intend to enter upon training for work in the general field of applied psychology will have included in their undergraduate program the following:

1. *Psychology.*—Twenty to twenty-five semester hours of psychology. Some of the courses should be basic with laboratory work, but there should be a course or courses to give an introductory overall view of the applied field. Overloading with courses in psychology at expense of the following areas is undesirable.
2. *Biological and Physical Science.*—
   (a) Biology, including genetics

   A year course in each of:
   (b) Physics and (or) chemistry
   (c) Mathematics
3. *Social Sciences.*—At least a year and a half distributed among the following fields:
   (a) Sociology, and (or) anthropology
   (b) Economics and/or political science
   (c) Education

It is urged that practical field experience involving work relationships with others be included as a part of the undergraduate preparation. Experience, either paid or gratuitous, as camp counselor, teacher, group leader, attendant in an institution, or work in an office or factory, would be examples.

Those students who anticipate preparing to be school psychologists should take sufficient professional education to be certified to teach in the state where they probably would be employed.

Some institutions demand a reading knowledge of at least one foreign language as part of the preparation for advanced study. The student should investigate the possibility of this need in planning his undergraduate program.

II. GRADUATE PROGRAM

A. *Basic Psychology* (Psychological Orientation)

1. *Systematic*

Fundamental theory and integration of scientific findings; history and schools of thought.

2. *Developmental*

Knowledge of genetic, child, adolescent, adult psychology, and psychology of individual differences.

3. *Dynamic*

Study of personality, motivation, dynamics of normal and abnormal behavior; including both individual and group or social behavior.

4. *Experimental Methods*

Theory and design of an experiment with reference to the applied field; critical analysis of published studies; application of experimental method to actual problems in applied psychology. These would include problems in individual differences, learning, fatigue and efficiency, so-

* A detailed report submitted by a special Subcommittee on Graduate Internship Training which was set up as a joint subcommittee of the A.P.A. Committee on Graduate and Professional Training and the A.A.A.P. Committee on Training in Applied Psychology appeared in the JOURNAL OF CONSULTING PSYCHOLOGY, 1945, 9 (September-October): 243-266.

cial conflict, adjustment, and control.

5. *Quantitative Methods*

Statistics; special analytic methods; mathematical treatment of data.

Additional for Different Areas of Application

Health and Welfare.—For the psychologist training for a position in a health and welfare insttitution, an additional requirement would be:

6. *Psychology of the Deviate*

Special abilities and disabilities, including mental defects; neuroses and psychoses; delinquency and social maladjustment.

Educational.—For a position in an educational institution, additional requirements are: 6. *Psychology of the Deviate* (above) and,

7. *Theory and Techniques of Learning*

Business and Industry.—For a psychologist entering business or industry:
6. *Psychology of the Deviate* (above) and,

8. *Psychology of Fatigue, Efficiency, Motivation, and Social Integration*

9. *Measurement of Public Opinion and Consumer Reaction*

B. *Specific Techniques*

Integrated theory and practice in the following groups of techniques with selection and differentiated emphasis for the various fields of application — educational, health and welfare, or business and industry—should be provided. It is advised that additional practical experience under supervision be gained in these techniques through practicum courses or voluntary service in the university clinic, personnel office, local or associated institutions, business offices, or industries.

1. *Psychological Appraisal.* — Theory of tests and test construction; familiarity with representative tests of intelligence, achievement, aptitudes, and sensory and motor abilities; appraisal of personality and adjustment; thorough proficiency in the use of a limited number of these; experience in selecting content, constructing, and validating tests for specific purposes.

2. *Methods of Case Study and Analysis.*—Techniques of anamnesis; interviewing; integration of data from psychologic, sociologic, educational, and medical spheres with reference to individual adjustment of children and/or adults and their welfare; diagnosis and analysis of cases; planning of treatment and disposition.

3. *Psychological Counseling and Therapy.* — Methods and techniques; viewpoints; evaluation of results.

4. *Survey of Educational and Vocational Guidance Techniques.*— Methods of evaluating interest and aptitude; vocational and educational counseling.

Remedial Procedures. — Diagnosis and treatment of special disabilities; reading, speech, etc.

6. *Special Techniques of Diagnosis and Therapy.* — Projective techniques, including play, drama, dream or fantasy analy-

Journal of Consulting Psychology

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sis; sociometric technique; other special procedures.

7. *Occupations and Occupational Analysis.* — Study of job families, several specific occupations, and techniques of job analysis.

C. *Related Fields*

The areas represented below are those which are closely related to applied practice. The student should select work, appropriate to his vocational aim, from at least three of these areas. For those preparing for positions in health and welfare institutions, 1, 3, and 4 are especially important. For those preparing for positions in educational institutions, 1, 2, 3, 4, and 6 are stressed. For positions in business and industry, 2, 5, and 7 are most important.

1. *Medical Science.*—Human physiology; special aspects of neurology, endocrinology, and anatomy oriented with reference to the psychologist's needs.
2. *Social Psychology.* — Individual and group relationships; morale; factors influencing group behavior.
3. *Sociology.*—The community and its resources; the family; delinquency and/or criminology; psychiatric aspect of social case work.
4. *Professional Relationships.* — Professional ethics; the psychologist's relationship to the other professions; to the community; the psychologists's function in various institutions and agencies; professional certification.
5. *Economics and/or Political Science.* — Socio-economic problems; labor relations; labor and social legislation.
6. *Educational Administration.* — School administration; curriculum building; organization of personnel services.
7. *Industrial and Business Management.* — Industrial organization; scientific management; time and motion study; office management.

III. SUPERVISED EXPERIENCE

Internship.—A period, of approximately one full-time year, must be devoted to supervised experience in one or more types of recognized institution, clinic, school, business or industry where practice and experience in the use of applied psychological methods may be gained under the supervision of a psychologist of good standing in that particular field of application. This experience is an integral part of the training program.

The internship or work should provide some of the following experiences and advantages, selected to prepare for the student's chosen field of service in applied psychology.

A. *Clinical.* — Administering tests, preparing case histories, assisting in therapy.

B. *Teaching.* — Including differentiated instruction for typical children.

C. *Industrial Personnel.* — Interviewing and administering tests for business and industry, job analysis, time study, job training, and/or other related professional experiences in business or industry.

D. *Welfare and Service.* — In public service or in business and in-

dustry.

E. *Public Opinion or Consumer Attitude Poll.* — Interviewing, constructing questions, organizing and interpreting data.

F. *Social Relationship.* — Case and social field studies.

G. *Research.* — Participation in research project dealing with some phase or agency where internship is served. This would be strictly supervised.

M. A. BILLS
H. E. BURTT
E. A. DOLL
D. B. LINDSLEY
C. M. LOUTTIT
B. M. LUCKEY
A. T. POFFENBERGER
S. L. PRESSEY
M. W. RICHARDSON
C. R. ROGERS
C. H. SMELTZER
P. M. SYMONDS
D. G. WILLIAMSON
B. V. MOORE, *Chairman*

TASK COMMITTEES

Auditing Committee

The report of the Auditing Committee was published in the July-August 1945 issue of the JOURNAL OF CONSULTING PSYCHOLOGY.

Election Committee

A special election committee appointed by the American Psychological Association offered to conduct the election proceedings for the five A.A.A.P. Sections. Verified lists of members of these Sections were supplied the committee by the Executive Secretary of the A.A.A.P. Section secretaries supplied copy for the election ballots. The A.P.A. committee printed and mailed the ballots, tabulated the results, and issued a report on the results of the elections. The portions of this report pertaining to election of officers and representatives for the A.A.A.P. Sections appear in these Proceedings under the reports from the respective Sections.

Committee on Terminology for Phi Delta Kappa Dictionary

In the fall of 1940, while Dr. Louttit was still Executive Secretary for the A.A.A.P., the cooperation of the Association was asked by Dr. Carter V. Good of Phi Delta Kappa. Phi Delta Kappa planned to get out a dictionary of education and asked that a Committee on Terminology be appointed which should review the definitions sent in in the field of applied psychology.

During 1942 and 1943 the Committee was quite active. By the fall of 1944 the book was in the hands of the McGraw-Hill Book Company. This summer the publishers sent out notices that the book is available. As a result, this Committee should be discharged.

GEORGE A. KELLY
W. W. COXE
DOROTHEA MCCARTHY
BERTHA M. LUCKEY, *Chairman*

Committee on the Relationship of Clinical Psychology to Psychiatry

The Committee on the Relationship of Clinical Psychology to Psychiatry was appointed on January 27, 1945 by the presidents of the A.P.A. and A.A.A.P., as a joint committee of the two associations. This action was suggested by a committee of the American Psychiatric Association, recently formed to work toward a clearer and more satisfactory relationship between clinical psychologists and psychiatrists.

It is the purpose of the Association's committee to co-operate with the committee of psychiatrists in the clarification of professional relations. First, a statement reflecting the views of clinical psychology is being prepared as a basis for discussion. Preliminary steps have shown that the major issue is inseparable from two others, the area and functions of clinical psychology, and the qualifications of a clinical psychologist.

A later step will be a meeting with the psychiatric representatives, from which an agreement may arise. Even if complete accord is not reached, some progress may be expected from an objective and amicable discussion.

The committee has been unable to hold a physical meeting, but has corresponded extensively. The amount of correspondence is indicated by eighty-six communications sent or received by the chairman in less than six months.

Considerable progress has been made toward the preparation of the committee's statement. Each member first wrote an independent draft, which was circulated for the criticisms of the committee. A combined statement was then attempted by the chairman, and submitted to the committee for additional comments. The committee showed a high degree of agreement on the fundamental issues. A further revision of the statement has been sent to a panel of thirty representative leaders in applied psychology, from whom valuable suggestions are being received. From the work so far accomplished, it seems likely that a concept of clinical psychology can be formulated upon which most psychologists can agree. The committee feels that the statement should not be published at the present time, prior to discussion with the psychiatrists.

The committee has carried on certain other items of business. Statements in support of a bill before Congress, H.R. 2550, an act to establish a National Neuropsychiatric Institute, have been prepared by members of the committee. An inquiry concerning the number of psychologists required in mental hospitals has been referred to the committee.

WILLIAM H. HUNT
DONALD G. MARQUIS
MARIE P. SKODAK
FREDERICK C. THORNE
LAURANCE F. SHAFFER, *Chairman*

The reports of the special Task Committees published above were accepted with thanks by the Board of Governors of the A.A.A.P.

SUPERORDINATE AFFILIATIONS

Affiliations of the A.A.A.P. with other national bodies as reported in the 1944 Proceedings (January-February 1945 issue of the JOURNAL OF CONSULTING PSYCHOLOGY) were continued throughout the past transitional year. In view of the impending amalgamation with the A.P.A., no further appointments were made. All representatives were requested to submit final reports before the annual meeting of the Board of Governors. Two reports were received and accepted with thanks by the Board. They follow.

American Association for the Advancement of Science

My term of appointment, according to official notice, began January 1, 1945. Since then I have received no notices of meetings of the A.A.A.S. Council and my only services rendered the organization have been as consultant on matters affecting personnel and organization and as correspondent in replying to specific questions addressed by the Secretary's Office to members of the Council.

Undoubtedly the year has been an exceptionally important, and in many respects, trying one for the A.A.A.S. administration. I regret that I have not had opportunity to participate in discussion of various important questions which have arisen. In every case they have been handled by committees or officers of the Association instead of by the Council itself. It will interest psychologists to hear that proposal is now being considered for the establishment of a building and endowment fund which will enable the Association to provide for itself a suitable permanent

building as office headquarters, appropriately located. Naturally there is the hope and expectation that following the war the membership of the Association may be rapidly and greatly increased and the support of science in America thus strengthened and its development facilitated. I beg to report that I have heartily endorsed, in the interest of psychology as well as that of science in general, the fund-raising and building proposal, and whether or not serving on the Council of the Association, I shall do all I can to advance the project.

ROBERT M. YERKES, *Representative*

National Council of Rehabilitation

The functions of the psychologist in a rehabilitation setup were defined at a meeting of the National Council of Rehabilitation held in May 1945 as follows:

1. To determine the level of intelligence as measured by abstract-verbal ability tests and to determine special abilities and weaknesses.

2. To measure the individual's efficiency by using the techniques of clinical psychology.

3. To evaluate by scientific procedure basic personality structure and personality traits.

4. To administer and interpret tests to determine particular aptitudes for training, for re-education, and for placement, and to measure mechanical abilities and vocational interests.

These functions were listed as the result of the joint efforts of several individual psychologists and were built upon the items already organized by Dr. Louis Long, representative of the A.P.A. and appointed prior to my designation as A.A.A.P. representative. The work is not completed and this report should be considered tentative only. The National Council of Rehabilitation is planning to publish a brochure on "Functions of each group contributing to the program of rehabilitation," hence it may be deemed wise to have the final recommendations on the functions of psychologists placed in the hands of a small special committee.

EMILY BURR, *Representative*

CLINICAL SECTION REPORT

On October 1, 1945, Dr. C. R. Rogers resigned as Chairman of the Clinical Section because of his election to the presidency of the A.A.A.P. The Executive Council of the Clinical Section elected Dr. R. A. Brotemarkle chairman to serve for the unexpired term of Dr. Rogers.

The following members of the A.A.A.P. were elected to membership in the Clinical Section by unanimous vote of the Executive Council: *Associates*: Albert J. Harris, Stuart Lottier, Vita Sommers, Esther C. Whitman, St. Clair Switzer, Lawrence Riggs, Robert Malmo; *Fellows*: Harold M. Hildreth, Robert Murray Bear.

On February 13, 1945, at the request of Dr. E. R. Hilgard, Chairman, Committee on Division Organization, the Secretary sent to Dr. Willard C. Olson, Secretary of the A.P.A., a list of offices to be filled in the Division of Clinical Psychology of the new A.P.A. The following officers were elected by mail ballot: *Chairman*: Edgar A. Doll; *Division Representative*: Edgar A. Doll, Gertrude Hildreth, Carl R. Rogers.

FRANK P. BAKES, *Secretary*

CONSULTING SECTION REPORT

The Consulting Section has not been wholly inactive this year although it has been impossible to hold regular meetings.

Our 1944 Newsletter was so favorably received that we considered following it with a 1945 edition and to this end asked some of our men and women mem-

bers engaged in active war service to send us some comments regarding their work, but as much of this material had already been published it did not seem feasible to reprint it. We shall, therefore, only quote from the comments sent us by a personnel consultant in an army post, since they seem particularly pertinent at present as many members of the section have expressed concern as to the essential training to be recommended for consultants in psychology. He writes:

> This war has very graphically revealed the tremendous maladjustment of various kinds in our armed forces, the men coming from the rank and file of the population. As a personnel consultant in the Army I have felt ill-prepared to cope with all the maladjustments, especially those having to do with personality or adjustment to people. This lack in the general population is a challenge to every practical psychologist. Literature from our base hospitals overseas shows that thousands of our broken soldiers have had faulty rearing with no instruction or training in the art of adjusting to people. I would be utterly ashamed of myself if I did not, after the war, train my psychology majors in the art of counseling for personality maladjustment. If we should turn out merely academic majors, it would be a great irony of the day.

Several persons have been accepted to Section membership: Dorothy Baruch, Miriam Faries, Marne L. Groff, George Lawton, Walter H. Wulfeck. The Consulting Section continues to maintain very high standards of admission to membership. Therefore, if in the opinion of the Membership Committee insufficient experience in the consulting field has resulted in rejection, the Committee hopes that such individuals may apply again later when they have fulfilled the requirements.

Officers elected to the Division of Consulting Psychology in the new A.P.A. were as follows: *Secretary*: Alice I. Bryan; *Division Representative*: Robert A. Brotemarkle, Emily Burr; *Representative to Council of Consulting Division*: Herbert W. Rogers.

EMILY BURR, *Secretary*

EDUCATIONAL SECTION REPORT

The following list of individuals was elected to membership in the Section in June 1945 by a mail ballot: William D. Altus, Robert M. Bear, Marjorie Bremner, Eloise Boeker Cason, John H. Coleman, Nancy Tappan Collins, Hanna Nicolassen Colm, Joseph Lee Cronbach, Maurice Hamilton Fouracre, F. Alvah Fredenburgh, Albert Josiah Harris, Harold J. McNally, Marion East Madigan, John Rogers Martin, Chester Ora Mathews, Margaret L. Meiss, Helmer Rudolph Myklebust, Keith J. Perkins, Wendell Sherman Phillips, Rutherford B. Porter, Lester Raines, Lawrence Albert Riggs, John Harrison Rohrer, Mildred Winn Saupe, Robert Cook Scarf, Frances S. Sobel, Elmer Bradley Siebrecht, John Goodrich Watkins, Malcolm James Williams, Greydon Milford Worbois, Frederick August Zehrer.

The Section conducted its own election of officers, the following persons being awarded offices: *Chairman*: Harold E. Jones; *Secretary*: Gertrude H. Hildreth; *Divisional Representatives*: Arthur L. Jersild, Vernon Jones, Helen L. Koch.

The Section held no business meeting and was, because of the stresses of war, generally inactive.

HELEN L. KOCH, *Secretary*

INDUSTRIAL AND BUSINESS SECTION REPORT

The Industrial and Business Psychology Section did not hold a meeting during the year. A communication was sent to all members by the Chairman asking suggestions for activities for the year. As a result two committees were appointed. These committees were very

active and both performed their assigned tasks.

A committee composed of Bruce V. Moore (Chairman), Marion Bills and Arthur W. Kornhauser, made a careful study of the present by-laws of the Section and the by-laws of the new A.P.A. The committee then prepared "By-Laws of the Division of Industrial and Business Psychology of the American Psychological Association." The new by-laws are now ready for presentation to the membership of the Section.

A second committee composed of Roy M. Dorcus (Chairman), Floyd L. Ruch and Harry W. Case, prepared a report concerning the training and ethical standards of industrial psychologists. A first draft of the report was submitted to a number of industrial psychologists for their comments. The code of ethics includes the relation of the industrial psychologist to the client, his relation to his colleagues, penalty for violation, and public relations including advertising. It is recommended that this report be made available to the membership for their consideration and also to the Committee on Scientific and Professional Ethics, A.P.A., and the Committee on Graduate and Professional Training of Psychologists, A.P.A.

Rensis Likert resigned as Secretary of the Section on November 27, 1944. Beatrice Dvorak was appointed to replace him.

The officers elected for the new Division of Industrial and Business Psychology, A.P.A., are as follows: *Chairman*: Bruce V. Moore; *Secretary*: Floyd L. Ruch; *Division Representatives*: Paul S. Achilles with J. G. Jenkins and M. W. Richardson tied for second representative.

CARROLL L. SHARTLE, *Chairman*

MILITARY SECTION REPORT

The most important activity of the Military Section of the A.A.A.P. during this past year has been the adoption of a new set of by-laws designed to cover the Section's activities as a Division of the new amalgamated A.P.A. The new by-laws provide for the membership of civilian psychologists who "shall present evidence of accomplishment in the several areas of military psychology to the satisfaction of the Division membership." Despite the difficulties of communication in the military situation, 66 of the 109 members polled replied and the vote was unanimous in favor of the adoption of the new by-laws.

During the year the following three committees have been appointed: 1. *Membership Committee*: Commander J. G. Jenkins, USNR (Chairman), Lt. Col. C. E. Obermann, Lt. Ralph Stogdill, USMC. 2. *Committee on Professional Qualifications of Military Psychologists*: Lt. Col. Morton Seidenfeld (Chairman), Lt. Col. Paul M. Fitts, Lt. G. A. Kelly, USNR. 3. *Committee on the Relocation of Military Psychologists*: Lt. Steuart H. Britt, USNR (Chairman), Col. John G. Flanagan, Lt. Hugh M. Bell, Lt. (jg) John G. Darley, USNR.

The Section is also taking steps to set up a central registry with which the members may file a listing of unpublished papers and official reports concerned with military psychology. When organized this file will be turned over to the Office of Psychological Personnel where it can be consulted by research workers or historians. This file will also list special fields of military experience of the members.

There has been no official meeting of the Military Section during the year but local Washington members met twice on an informal basis, once to discuss the place of psychology in rehabilitation and again for discussion of the new by-laws. During the year the Office of Psychological Personnel has co-

operated closely with the Military Section and has been of inestimable assistance. The Section wishes to express its gratitude for this co-operation.

Officers elected to the Military Section were as follows: *Divisional Representatives*: Roger M. Bellows (Army), William A. Hunt (Navy).

WILLIAM A. HUNT, *Secretary*

BOARD OF EDITORS

The Board of Editors of the A.A.A.P. convened for the annual meeting on September 6, 1945 at Scott Hall, Evanston, at 4 P.M.

Present were Dr. Bertha Luckey, Chairman, Dr. H. S. Conrad, Editor of the Monograph series, Dr. Jerry Carter, Business Manager of the JOURNAL OF CONSULTING PSYCHOLOGY, and the following members: Drs. Alice Bryan, Carl R. Rogers, Vernon P. Scheidt, Sadie Shellow, Marie Skodak. Drs. Otis, Symonds and Trabue were represented by proxy.

The reports of the secretary, business manager, and Editor of the Monograph series were read and accepted with thanks and appreciation for work well done.

The business manager reported that increased sales have raised the problem of printing sufficient copies to allow for an adequate storage. It is anticipated that foreign universities will exhaust the existing complete sets of the JOURNAL OF CONSULTING PSYCHOLOGY. Arrangements have been made to increase the number printed in the second half of the 1945 volume year.

The reports of the Editor of the JOURNAL OF CONSULTING PSYCHOLOGY and Editor of the *Applied Psychology Monographs* appear below.

Following a discussion of the possible disposition of the JOURNAL OF CONSULTING PSYCHOLOGY, the following recommendations were made:

The Board of Editors recommends to the Board of Governors of A.A.A.P. that they recommend to the Directors of the new A.P.A. that:

1. The present JOURNAL OF CONSULTING PSYCHOLOGY be continued minus its official house organ functions for the volume year 1946.

2. They take under consideration the matter of continuing the JOURNAL OF CONSULTING PSYCHOLOGY after the volume year 1946 in whatever form may best meet the needs for a publishing medium in the practice of psychology as distinguished from psychological research in clinical, educational and industrial fields.

3. That funds be appropriated from the balance remaining in the treasury of the A.A.A.P. sufficient to cover the cost of continuing the JOURNAL OF CONSULTING PSYCHOLOGY and mailing it to the present member subscribers for the volume year 1946.

4. That the present Editor and Business Manager be reappointed for the 1946 volume year.

Dr. Willard Valentine had attended the discussion preceding the above recommendations and assured the Board of Editors of the interest and support of the new Board of Directors of A.P.A. Thanks of the Board of Editors were expressed to Dr. Valentine for this assistance and interest.

The Board of Editors recommended to the Board of Governors that the publication Budget of $2975 presented by Dr. Carter be accepted as submitted.

Following a discussion of the future of the Applied Psychology Monograph Series, in which Dr. Conrad pointed out the various advantages of the arrangements with the Stanford University Press, especially the freedom in editorial policy and access to a reading public outside the A.P.A. membership, the following recommendations were made:

Whereas, the A.A.A.P. has a contract with the Stanford University Press for the publication of the Applied Psychology Monographs which does not expire until March 1946, the Board of Editors recommends to the Board of Governors of the A.A.A.P. that they recommend to the Directors of the new A.P.A. that:

1. This contract be recognized by the new A.P.A. and the budget attached above for the management of the series be approved.

2. The new A.P.A. continue for at least five years to publish the Applied Psychology Monograph Series in accordance with a contract renegotiated with the Stanford University Press. (Attention was called to the fact that the Stanford University Press appears willing to reduce the page rate from $2.50 to $2.00 provided that the A.P.A. serves as sponsor and the royalty is reduced from 25 per cent to 15 per cent.)

3. The new A.P.A. continue to provide the Editor of the Applied Psychology Monographs with a reasonable degree of financial support for the management of the monographs, such as $250 a year.

The Board of Editors recommended to the Board of Governors of A.A.A.P. that Dr. Paul Achilles be appointed an associate editor of the Applied Psychology Monographs as of September 1945.

The Board of Editors expressed a vote of thanks and appreciation for the diligent and capable services of Mrs. J. P. Symonds, Dr. H. S. Conrad and Dr. Jerry Carter for the efficient and successful development of the JOURNAL OF CONSULTING PSYCHOLOGY and the Monograph series.

MARIE SKODAK, *Secretary Pro Tem*

The Board of Governors later voted to approve the recommendations submitted by the Board of Editors. Recommendations to the new Board of Directors of the A.P.A. concerning the JOURNAL OF CONSULTING PSYCHOLOGY and the *Applied Psychology Monographs* were transmitted to that body. They were subsequently approved at a meeting of the Board of Directors of the A.P.A.

REPORT OF THE EDITOR OF APPLIED PSYCHOLOGY MONOGRAPHS

A. *Monographs accepted and rejected*:

In the year since the second annual report,—

3 monographs have been published;
3 monographs are in press;
2 monographs have been accepted and are awaiting publication; and
2 monographs have been rejected.

The three published monographs are:

No. 4. The patterning of listener attitudes toward radio broadcasting. By J. G. Peatman and T. Hallonquist. January 1945.

No. 5. Experiments on the effects of music on factory production. By Willard A. Kerr. January 1945.

No. 6. Studies of teachers' classroom personalities: I. Dominative and socially integrative behavior of kindergarten teachers. By Harold H. Anderson and Helen M. Brewer. July 1945. (Foreword by Harold E. Jones.)

The three monographs in press are:

No. 7. Prediction of the adjustment and academic performance of college students by a modification of the Rorschach method. By Ruth L. Munroe. (Foreword by Gardner Murphy.)

No. 8. Studies of teachers' classroom personalities, II. Effects of teachers' dominative and integrative contacts on children's classroom behavior. Harold H. Anderson and Joseph E. Brewer. (Foreword by F. N. Freeman.)

No. 9. The adolescent in social groups. Studies in the observation of personality. By Frances Burks Newman and Harold E. Jones.

The two monographs awaiting publication are:

No. 10. Enrollment increases and changes in the mental level of the high school population. By F. H. Finch. (Foreword by W. S. Miller.)

No. 11. Follow-up studies of the effects of dominative and integrative contacts on children's classroom behavior. By Harold H. Anderson, Joseph E. Brewer, and Mary F. Reed. (Foreword by J. Wayne Wrightstone.)

Wartime shortages in competent personnel and in the supply of paper slowed down the schedule of publication. We preferred to accept delayed publication rather than shorten any monograph arbitrarily.

B. *Sales*:

The entire edition of 500 of *Monograph No. 1* has been exhausted. Sales on *Monograph No. 2* have totalled about 700; on *Monograph No. 3*, about 1,000. Specific figures have not yet been received on the other three published monographs; from preliminary information, however, a sale of at least 500 seems reasonably to be expected. (Authors receive a 25 per cent royalty on sales beyond 300.)

C. *Proposed addition to Associate Editors*:

It is suggested that our list of monographs would be improved by the addition, especially, of studies in the fields of business and industrial psychology. To this end, it is recommended that an additional Associate Editor be appointed whose interests lie within these fields.

D. *Termination of present contract*:

The present contract between the Association and Stanford University Press expires three years after the publication of the first monograph; namely, in March 1946. The Editor has requested that, in a new contract, Stanford University Press reduce its publication fee from $2.50 per page to $2.00.

E. *Future ownership and sponsorship of the Monographs*:

Since the A.A.A.P. will cease to exist as a separate organization in September 1945, it is recommended that the *Monographs* be turned over to the new A.P.A. at that time. Two points may be stressed in this connection:

a. It is desirable that the present form of publication (through the agency of Stanford University Press) be continued; since in this way the *Monographs* are announced not only to members of psychological associations, but also to others working in applied psychology. Stanford University Press has advertised individual monographs to such special groups as school and college counselors; vocational counselors; educational psychologists (a considerable number of whom do not belong to the A.P.A.); advertisers and broadcasters; industrial psychologists and personnel men; and school principals and supervisors. Such groups can be reached much more economically by an established publisher than by a professional organization such as the A.A.A.P. or A.P.A.

b. It is desirable that monograph authors continue to receive at least "token" financial support, since royalties come comparatively slowly and generally do not cover more than part of the publication fee. At present, the *Psychological Monographs* of the A.P.A. are in effect subsidized by income from more popular publications in the "club subscription."

F. *Accrued income*:

Whenever the Association has made a "token" contribution toward the author's publication fee, it is agreed that the Association will receive a proportionate share of royalties. The Association has made "token" contributions towards Monographs 3, 6, 7, 8, 9, 10, and 11. From Monograph No. 3, the Asso-

ciation will eventually receive not only the full $67.50 which was contributed, but probably also a small profit. Presumably Stanford University Press should be requested to make these royalty payments to the future sponsor of the *Monographs*.

G. *Expenditures*:

Expenditures for postage, express, and miscellaneous items, through August 20, 1945, amounted to $17.72. Secretarial assistance has been provided without charge. Grants to authors were made as follows: on *Monographs* 7, 9, and 10, $25.00 each; on *Monographs* 8 and 11 (longer studies), $50.00 each. Grants to monograph authors are cleared through the office of the Business Manager, Dr. J. W. Carter.

H. *Budget for 1946*:

The budget for 1945 was $200.00. It is recommended that, as a condition for acquiring the *Monographs*, the future sponsor be required to continue this annual budget, at least for a brief specified period.

I. *Acknowledgments*:

The Editor takes pleasure in acknowledging the assistance of his Associate Editors, and the efficient attention of the Business Manager. Special thanks are due to Dr. Gardner Murphy, Dean F. N. Freeman, Dr. W. S. Miller, and Dr. J. W. Wrightstone, who have kindly prepared forewords for certain of the *Monographs*.

HERBERT S. CONRAD, *Editor*

BOARD OF AFFILIATES

The Board of Affiliates has held two meetings during the past year. These meetings have been concerned with the relationship of the state societies to the national organization. An attempt has been made to determine the desires of the state societies here represented and to present a plan which would be satisfactory to them and acceptable to the national party.

As a result of the first meeting, which was held in New York in February 1945, a proposal for representation of the state societies on the Council of the Representatives of the A.P.A. was developed and unanimously adopted. This proposal was submitted by our chairman to the Joint Constitutional Committee. It did not prove entirely satisfactory from the point of view of this Committee. A counter-proposal was made by the Committee, which, in turn, did not receive approval from the state societies. Because of the various divergencies of opinion, no proposition regarding the relation of the state societies to the A.P.A. has as yet been submitted to a vote of the membership. The matter requires further study and discussion in order to harmonize the various points of view that are represented.

During the year, the Board of Affiliates repeated its project to circularize members of the affiliated societies with regard to subscriptions to the JOURNAL OF CONSULTING PSYCHOLOGY.

Inasmuch as no provision is now made for representation of the state societies of applied psychology nor for their co-ordination, it was felt by the representatives that some form of contact between them was necessary. Inasmuch as the A.A.A.P. will cease to exist very shortly, the representatives of the state societies in the present Board of Affiliates voted at an organized meeting to constitute themselves into an Interim Committee of state societies of applied psychology, in order to represent the common interests of these organizations until such time as the A.P.A. takes action to provide for their needs, representation, and co-ordination. Societies not formerly affiliated with the A.A.A.P. have been invited to send

representatives to this Committee. This Interim Committee has resolved to continue its study of the problem of representation of the state societies and to work with whatever committee of the A.P.A. that may have this subject in charge.

GILBERT J. RICH, *Secretary*

The Board of Governors of the A.A.A.P. voted to approve the report of the Board of Affiliates.

At a meeting of the Board of Affiliates held in Evanston on September 8, 1945, it was recommended that the Chairman and two members to be appointed by him meet with the Policy and Planning Board of the new A.P.A. to consider further the matter of representation of state societies on the Council of Representatives of the reorganized A.P.A. The Board of Governors approved this recommendation; it was transmitted to the Board of Directors of the A.P.A. and approved by that body also.

DISSOLUTION OF CORPORATION OF A.A.A.P.

In view of the impending amalgamation of the A.A.A.P. with the American Psychological Association and in accordance with the mandate given by the membership of the A.A.A.P. by mail vote in July 1944 and confirmed unanimously at the annual meeting in Cleveland in September 1944, the Board of Governors at their annual meeting in Evanston on September 7, 1945 voted the following series of motions regarding dissolution of the A.A.A.P. Corporation:

1. That the Board of Governors of the A.A.A.P. recommend to the Board of Directors of the A.P.A. that they purchase the name and good will of the A.A.A.P. for one dollar and other valuable considerations prior to the effective dissolution date of the A.A.A.P. [Favorable action was later taken on this recommendation by the Board of Directors of the A.P.A.]

2. That the Board of Governors of the A.A.A.P., acting under authority granted by the membership, give, assign and bequeath all the assets, real, tangible and intangible, of the A.A.A.P. to the A.P.A., this action to take effect prior to the dissolution date of the A.A.A.P.

3. That the officers of the A.A.A.P. be authorized to dissolve this Corporation on or before December 31, 1946.

RESOLUTION CONCERNING DR. ROBERT M. YERKES

The Board of Governors of the A.A.A.P. voted to approve the following resolution: Resolved that the Board of Governors of the A.A.A.P. express to Dr. R. M. Yerkes their appreciation of his initiative, vision, and persistent constructive endeavor in bringing about at this highly opportune time the merger of the various psychological organizations previously existing into a new structure of new and great potentialities for the development of the future of our science.

VOTE OF APPRECIATION

The following resolution was adopted by the Board of Governors of the A.A.A.P.: Resolved that the Board of Governors of the A.A.A.P. express appreciation to the representatives of the Department of Psychology of Northwestern University and to the officers of the American Psychological Association for their helpful assistance in arranging and facilitating the 1945 annual meeting of the Board.

BOOK REVIEWS

THE PSYCHOLOGY OF PERSONNEL. By Henry Beaumont. New York: Longmans, Green and Co., 1945. Pp. xiv + 306. $2.75.

Personnel procedures are described simply and unequivocally for the employer and the undergraduate student. The first chapter, entitled, "Understanding Employees," states that "personnel psychology is that particular branch of psychology which places emphasis on the human relationships in employment situations." Employment situations are not limited to selection and placement, but refer to work situations, as evidenced by the other chapters.

The first chapter emphasizes the importance of the basic needs for "security" and "recognition," common to individual differences. The last two chapters on incentives and occupational adjustment deal with the practical problems of motivation and the various forms of personality behavior in maladjustment. The intervening chapters are the ones usually found in a book on personnel procedures. These eight chapters, making a total of eleven in the book, are: Analyzing Jobs, Selecting Employees, Training Employees, Working Conditions, Workers' Health, Promoting Safety, Supervision, Merit Rating.

All chapters are carefully organized, with detailed outlines in the table of contents, and with sections and shoulder headings in the text. The other factors usually found in a textbook are absent. No references, citations, or authorities are mentioned. There is an index of the business and industrial organizations cited, and an index of subjects, but none of authors or publications, since none are mentioned. Practices followed by cetain industrial organizations are frequently described to illustrate various methods outlined.

The suspicion that much that is written in this type of book may be good sense but consists essentially of empirical procedures rather than valid scientific principles is felt more keenly because of the complete absence of documentation. Actually this book is probably as authentic and sound as many in its field. One wonders, however, about the evidence for such a statement as the following often repeated statement relative to a rating scale for merit rating:

"In making up the blank, it is advisable to reverse the polarity of the trait lines in such a way that the most favorable type of behavior is sometimes at the left and sometimes at the right. This . . . . . tends to make it more difficult for the judges to express bias in their ratings."

This style of book is easily read and enjoyed by the layman or beginning student. No previous training in psychology is required. The author explains in his Preface that a companion volume provides the extra features usually found in a textbook. "An organized account of the most important uses of psychological principles in personnel relations is offered in *The Psychology of Personnel*. Specific evidence of the soundness of these policies, detailed examples of their application, references for further study, and exercises in the use of the tools of the personnel psychologist are included in *Psychology Applied to Personnel*."

BRUCE V. MOORE
THE PENNSYLVANIA STATE COLLEGE

THE TEACHER'S WORD BOOK OF 30,000 WORDS. By E. L. Thorndike and I. Lorge. New York: Teachers College, Columbia University, 1944. Pp. 284. $2.85.

This book provides a further extension of the Thorndike *Teacher's Word Book*, published in 1921 and expanded in 1931 to include 20,000 words. Data are included on the two 1921 and 1931 counts as well as on three other counts of more than 4,500,000 words each.

Part I of the book is a list of words, followed by an indication of the frequencies of each word in general, and in four different sets of reading matter. In a first column, a designation, 1-49, a or aa, follows each word; 1 means at least one occurrence per million and not so many as two per million; 2 means two appearances per million and not so many as 3 per million, etc.; A posits at least 50 occurences per million words and not so many as 100 per million; and AA stands for 100 or more frequencies per million words. In the other four columns, there are numbers showing the time each word appeared in approxi-

mately 4,500,000 words of (T) the Thorndike general count of 1931, (L) the Lorge magazine count, (J) the Thorndike count of juvenile books, and (S) the Lorge-Thorndike semantic count.

The total numbers of words occurring once or more per million words is 19,440. There are 9,202 words, listed in part II of the book, that were found less than once per million but more than four times in 18,000,000 words. Listed also are 1,358 words "from those that occurred four times per 18 million words." "Regular plurals, comparatives and superlatives, verb forms in *s*, *d*, *ed*, and *ing*, past participles formed by adding *n*, adverbs in *ly* that occur less than once in a million words, and equally rare adjectives formed by adding *n* to names of places are ordinarily counted in under the main word. So are words which have special meanings when capitalized and words usually capitalized which have special meanings when not capitalized. ... Some adjectives in *ing* or *ed* and some nouns in *ing* are entered separately. ... But in general participial adjectives and verbal substantives are included under the main word. ... *Every occurrence is counted somewhere. No occurrence is counted twice.*"

According to the authors, "the list tells anyone who wishes to know whether to use a word in writing, speaking, or teaching how common the word is in standard English reading matter."

The first number, the general count forming a summary of all four counts, is considered most useful and decisive. The T (Thorndike) count emphasized words in readers, textbooks, the Bible, and the English classics; the L (Lorge) count was derived from recent, popular magazines only; the J (juvenile) count was based on books recommended for boys and girls in grades 3-8; and the S (Semantics) count used a miscellany of old and recent, imaginative and matter-of-fact, juvenile and adult reading sources; this count did not utilize textbooks and school readers.

The authors recommend that teachers use this book to decide what words shall receive emphasis in various grades: In grade 1 and 2, AA words and others of great practical services; in grade 3, AA and A words; etc. However, in grades 9 to 12, the authors display greater flexibility since "The value set upon widening a pupil's vocabulary versus improving his taste, improving his effectiveness in speech and writing, and various other achievements of the high school teaching of English varies from city to city and from teacher to teacher. Moreover, the method used to widen vocabulary varies from thorough learning of many words to relying mainly upon learning enough on each occasion from context, dictionary, and explanation to serve the needs of that occasion. So we offer no rules like those for grades 1 to 8."

Part II of the book is a list of words occurring less than once per 4,000,000 words, but not so often as once per 1,000,000 words. Part III includes notes and descriptions, and references to descriptions; part IV presents the number of occurrences (in the Lorge Magazine Count and the Lorge-Thorndike Semantic Count) of words appearing 1,000 or more times in either of these counts. Part V contains a list of the 500 words occurring most frequently and the 500 words appearing "next most frequently."

PAUL WITTY
NORTHWESTERN UNIVERSITY

TECHNIQUES OF GUIDANCE. By Arthur E. Traxler. New York: Harper & Bros., 1945. Pp. xiv + 381. $3.50.

This volume, directed to guidance counselors in secondary schools, is based largely upon articles and bulletins prepared by the author in his capacity as associate director of the Educational Records Bureau. These materials, which were designed originally to guide the so-called independent schools that use the services of the Bureau, have been assembled, revised and synthesized to constitute this third volume in the Education for Living Series under the editorship of H. H. Remmers.

The subtitle "Tests, Records and Counseling in a Guidance Program" gives a good index to the contents and purpose of the volume. Six of the early chapters, comprising 135 pages, discuss aptitude, achievement and personality tests, and explain how to plan, administer, score, report and use testing in a school's program. Another five chapters, comprising 131 pages, deal with behavior records and comulative record systems and their use as bases for reports to homes and for case studies. Counseling, the basic guidance technique for transmuting test and record results into desirable personal understanding and behavior, is explicitly or implicitly involved throughout the treatment and is discussed directly in a nine-page chapter entitled Guidance in the Adjustment of Individuals. The remaining six of the 18 chapters include three introductory sections on the meaning and place

of guidance, sources of information about vocational opportunities, and use of interview and questionnaires in collecting needed personnel information about students, a well-executed chapter of questions and answers about guidance for the classroom teacher, a chapter on followup studies and a chapter introducing counselors to a well-selected set of reading resources. A chapter on guidance service to veterans, labeled an appendix, is placed last to make feasible frequent revision in subsequent printings to keep pace with developments in that area.

This book may well be recommended to guidance counselors as a clear statement of the possibilities of using tests and records in counseling. It does not pretend to go further than description of these techniques and discussion of their uses. Beyond this, it explicitly points out the limitations of such techniques and of counseling based upon them. Counselors are advised to consult psychologists and psychiatrists on minor problems of adjustment and to refer cases of more serious adjustment. The illustrative case study is wisely restricted to remedial reading.

The discussion of cumulative records and the large number of full-size, fold-in sample forms are admirable calculated to be helpful. Throughout his presentation Dr. Traxler is faithful to the principle the editor calls "holism," that is, that the individual pupil's development may be described through its many aspects, but these aspects are characterized by unity, continuity and the interactive nature of an organism. This viewpoint is especially well illustrated in the extended discussion of the use of cumulative records.

It may be questioned whether the 54 pages given to briefly annotated bibliographies of tests and record forms is justified in view of the availability of the "*The 1940 Mental Measurements Yearbook.*" Further question might be raised as to the advisability of giving the space required for the discussion and bibliography of personality tests since all that is finally proposed is use of responses to individual questions as leads in interviewing.

One of the excellent features of the book is its carefully chosen and well-organized list of 200 reading resources for counselors, which includes titles related to child psychology and mental hygiene as well as many in the narrowly specific fields of educational and vocational guidance. A total of 61 titles are starred as especially recommended and might well be considered a well-rounded minimum library for guidance counselors. This special chapter on reading resources is in addition to chapter bibliographies with a gross total of 470 titles and the aforementioned annotated bibliographies of tests and records. Separate indexes of subjects and names are complete and accurate. The index of names ties in with chapter bibliographies and footnotes to facilitate tracking down imperfectly remembered references.

The volume seems particularly well designed to serve as a textbook in a course bearing the same title. The well-planned framework and full bibliographies form a basis on which the instructor might build at several points to fit the backgrounds and needs of various classes and individuals seeking this training for guidance counseling.

WARREN G. FINDLEY
NEW YORK STATE EDUCATION DEPARTMENT

PSYCHOLOGY: PRINCIPLES AND APPLICATIONS. By T. L. Engle. Yonkers-on-Hudson, New York: World Book Company, 1945. Pp. ix, 549.

The adolescent in post-war society will encounter not only the usual problems of adjustment that result from physiological and psychological maturation but also the uncertainty of the reconversion period and the changing values in an atomic era. It is therefore of primary importance that educators recognize their social responsibilities and assume the burden of facilitating the adolescent's adjustment both to himself and to the society in which he lives. The psychology instructor of high school and junior college students can perhaps be of most service to them by equipping them with a knowledge of the dynamics of their own behavior, an appreciation of other persons around them, and an understanding of the psychological forces operating in the broader social macrosphere. With this goal in vew, instructors will find Dr. Engle's *Psychology* a valuable text for use with their students.

The book treats the usual topics of physiological, abnormal, vocational, and social psychology, and mental hygiene in such a way as to fulfill the needs of those students who may wish to continue with advanced study in psychology yet at the same time in such a manner as to satisfy the curiosity of those who may want to limit themselves to a simple basic course in psychology.

Dr. Engle's approach is in the main eclectic. He does not represent any one school in psy-

chology, and he has kept theoretical discussions at a minimum. In his discussion of personal and social problems of adjustment he does not limit himself to a description of the superficial manifestations of behavior but tries to show the basic covert motivating factors of such behavior. His treatment of the complex dynamics of behavior, for all its simplicity, is remarkably adequate.

The book is specifically directed at the high school and junior college student, and the author never for a moment forgets his audience. Each topic is dealt with candidly and straightforwardly. The common misconceptions of psychological phenomena are presented and reinterpreted in the light of the facts and theories of modern psychology. The author, himself a former high school instructor in psychology, is particularly sensitive to adolescent problems and his choice of analogies and examples from adolescent life is commendable. His exposition of difficult psycsological problems is lucid and his language non-technical. The numerous photographs should prove quite interesting to the student.

The book does not include a bibliography but a teacher's manual is available which includes suggestions for teaching and a series of objective tests based on the text.

M. STEIN

OFFICE OF STRATEGIC SERVICES
WASHINGTON, D. C.

A METHOD OF ADMINISTERING AND EVALUATING THE THEMATIC APPERCEPTION TEST IN GROUP SITUATIONS. by Ruth Millburn Clark. Genetic Psychology Monographs, Vol. 30, 1st half, pp. 3-55, 1944.

This study is an attempt to work out an objective method for scoring and evaluating the Thematic Apperception test. The author has experimented with a group method of administering the test similar to the group method of administering the Rorschach. To each picture there are three sets of three statements each and the subject is asked to check the story which represents or most nearly represents his idea of the picture. These stories were previously evaluated according to an analysis from which an objective scoring key was drawn up. The story selected by the subject would give him certain credits according to this analysis of the dynamic content of the stories.

This objective method of scoring the Thematic Apperception test was validated by correlating the results against an analysis of stories written to the pictures in the ordinary way, using in the analysis the same headings that were used in the scoring key for the objective or experimental form of the test. The results of the study indicate that there is a substantial correlation between the two methods of administering and scoring the test. Two sets of judgments on one of the stories were analyzed in detail and the agreement between them was found to be very high.

There will undoubtedly be a number of attempts to find methods of scoring projective techniques. This reviewer, however, is of the opinion that not only will such methods prove of little value but that attempts to use the results of projective techniques along psychometric lines will bypass the more valuable methods of a direct analysis of the stories and the themes they contain. This study proves little because there is no reference to independent judgments of the individuals who are subjects in the study. It may be of interest to know that two different methods of evaluating the Thematic Apperception test lead to similar results. Of considerable more importance, however, would be to know that the Thematic Apperception test agrees with other and independent evidence concerning the personality characteristics of these same subjects.

The student of projective techniques will be interested in the schedule for the analysis of the material which contains five headings. The first heading has to do with *needs* which are broken down into the need for achievement, affection, a longingness for recognition, and sensory gratification. The second heading, dealing with the *effect of the environment* on the organism, is broken down into those effects which are frustrating, helpful and neutral. *Reaction* of the organism *to the environment* has the two headings: neurotic symptoms showing frustration and insufficiency, and reactions of self-sufficiency and emotional stability. The fourth heading dealing with the *adequacy* of the *principal character* is broken down into inadequate and adequate. The fifth heading dealing with the *ending* is also broken down into the satisfactory and the unsatisfactory ending.

This study is an honest attempt to find an objective method of evaluating the results of the Thematic Apperception test but its failure to measure the results against an independent criterion limits its value.

PERCIVAL M. SYMONDS

TEACHERS COLLEGE
COLUMBIA UNIVERSITY

LARGE SCALE RORSCHACH TECHNIQUES. By M. R. Harrower-Erickson and M. E. Steiner. Springfield, Ill.: Charles C. Thomas, 1945. Pp. v, 419.

For the last four years the authors have been pioneering under the pressure of war demands for modifications of the Rorschach Technique which would make it feasible for use on a large scale. They attempted to accomplish this by saving time (*a*) in securing the responses of the prospective subjects to the stimulus material (administration), and (*b*) in interpreting these responses in terms of a personality description or diagnosis and thus in training professional workers in the use of the technique.

The present volume is the first comprehensive account of these efforts previously only reported in articles and oral reports. The bulk of the volume (over 300 pages) consists of tables containing the quantitative output of the experimentation with the modified techniques; the authors limited their contributions in the text to between 20 and 30 pages in each of the three major parts of the book; the fourth part (pages 260-410) consists of lists of contents of responses exclusively. The book is furthermore enriched by three original articles by F. O. Due, M. E. Wright, and B. A. Wright which contain some of the most stimulating experiments and thoughts in the whole volume.

A variety of technical and typographical features deserve special mentioning: the use of figure and ground effects for the pictorial presentations of specific blot areas in the stimulus cards (the areas under discussion appear as black blots on a lighter gray background); the large and easy-to-read print; the spacious tables; the careful index; the ample bibliographical references; and the simple and easy-to-understand chapter headings.

The first part of the book deals with the modifications of the *administration* of the Rorschach Technique which according to the evidence presented and quoted in the book can unquestionably be described as a success. It gives the history of the "Group Rorschach," and the directions for the administration and scoring of group records. The discussion covers quite adequately the important modifications of the recording of Rorschach responses: namely: (*a*) the substitution of slides for the ink-blot cards; (*b*) the substitution of self-recording techniques for the recording of the responses by the examiner; and (*c*) the substitution of a modified self-inquiry for the inquiry by the examiner as to how the subject arrived at his responses. The function of the volume as a "manual" is limited by the authors to this phase of the administration. For the scoring and interpretation of the responses thus collected, the reader is referred almost exclusively to *The Rorschach Technique*.[1] The last section in Part I, headed "Scoring Group Rorschach Records," does not attempt—to use the author's own words—"to show why responses are scored in this way but (they) have only collected together under the headings of the various determinants responses which are clearly akin to those obtained in the individual method." (Page 46).

Part II consists almost exclusively of diagrams, graphs, and percentage tables comparing the quantitative scoring results of an experimental group (224 college students) with three smaller contrasting groups—34 "adults," 41 "psychotics," and 41 "prisoners." An ingenious technical device should be mentioned here which is used by the authors throughout Part II. The ten stimulus cards share the statistical spotlight with the group of subjects. The distribution of scoring categories is shown for each card, thus highlighting its specific stimulus properties. Thorough familiarity with these stimulus properties is one of the most important prerequisites for a careful sequence analysis of Rorschach responses.

The authors attempted to attain the goal of the other steps in modifying the Rorschach Technique (saving time in interpretation of records and training of Rorschach workers) by substituting the use of multiple choice responses for the recording of the subject's own spontaneous responses. The hope of the authors is expressed in the following sentence in the Introduction:

> For in this Multiple Choice Test we have a simple and objective procedure which will allow the psychologist, psychiatrist, educator, social worker, or probation officer, *without any Rorschach training* (emphasized by the authors), to profit by the experience of Rorschach and subsequent workers.
>
> (Page 3, line 29)

[1] Bruno Klopfer, and D. M. Kelley. *The Rorschach Technique*. New York: World Book Co., 1942, *viii*—436 pp. A discussion of detailed scoring and interpretation problems would therefore not be comprehensible for readers not familiar with scoring and interpretation. Such a discussion has been presented by Margaret R. Hertz in the *Rorschach Research Exchange*, Vol. IX, No. 1, pp. 46-53.

According to the evidence presented in Part III, the efforts of the authors have definitely fallen short of the goal as stated; however, the multiple choice technique has added a new and extremely valuable tool for the experienced Rorschach worker. The articles by Due, Wright, and Wright give an amazing and convincing account (especially in the detailed analysis of multiple choice records published on pages 215-238) of the use an experienced clinician and Rorschach worker can make of the multiple choice technique; the same authors demonstrate that the mechanical quantitative evaluation of multiple choice records without Rorschach background and experience does not yield results of practical value. The responses chosen by different groups of subjects unquestionably reflect differences usually found in records of spontaneous responses, even to the extent of yielding statistically significant differences. However, the overlapping of such differences found in all experiments is sufficient to induce any blind interpreter to produce far too many false positive and false negative diagnoses, thus embarrassing himself and the method in the eyes of the clinician.

The authors confirm these limitations of the multiple choice test:

> Although it is possible with certain types of subjects to get worthwhile results with a cutting point of 4 poor answers, the degree of overlap between the normal and the maladjusted, or psychoneurotic recruit, has been shown to be too great to make this the sole criterion for screening in investigations with military personnel. (Page 242, line 13)

The recognition of this limitation by the majority of the 300 experimenters using more than 50,000 multiple choice blanks (mentioned on page 240) led to a change in goal described by the authors as follows:

> In the course of the year we were much interested to notice that the primary emphasis shifted away from the use of the test as essentially a mechanical screening device and was placed upon the information which could be derived from it concerning the individual's personality make-up. (Page 240, Line 24).

The modifications of the original multiple choice blank, described in the remaining sections of Part III, make it more valuable as a research tool for the Rorschach worker, but seem rather to accentuate than to change this shift of emphasis.[1]

BRUNO KLOPFER
TEACHERS COLLEGE
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[1] In view of this situation, it seems hardly justifiable that the publishers appraise the book on the jacket in the following sentences:

> . . . . they have devised an entirely new test which can be readily used for screening out maladjusted persons by investigation *without extensive training in the Rorschach method* (in bold type). They present evidence to show that by simple procedure, taking a few minutes to administer and evaluate, psychiatrist, psychologist, psychiatric social worker, educator, or counselor may now avail himself of the fruits of research of many years in the Rorschach method.

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